

WILD Links/English Language Arts

Activity Title: WHAT'S WILD			Activity Guide Page #: 2
Objective(s): Students will: 1) distinguish between wildlife and domesticated animals; and 2) recognize that wildlife occurs in a variety of forms.			
Overview: Students find and classify pictures of wild and domesticated animals, and construct collages.			
Subject Area(s): Science, Language Arts, Art			Grade Level(s): K-3
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades Pre-K-2 3. Record and share information gathered.	<u>Procedure #2</u> Once the students have assembled a collection of animal pictures, it is time to classify them. Talk with the students about wild animals and domesticated animals before they get started with their classifying.	
	Elementary Grades 3-4 3. Present information obtained from research in a way that combines various forms of information (e.g., maps, charts, photos).	<u>Procedure #1</u> Ask students to bring pictures to class of as many animals as they can find in magazines or newspapers at home. Ask the students to look for pictures of as many different animals as they can . . . <u>Procedure #2</u> <u>Procedure #3</u> Once the students have put their animals into two categories – either wild or domesticated – get out the poster board or construction paper and glue and ask the students to make two collages... <u>Extension#3</u> Make mobiles that show “layers” of animals – in the sea, on land, and in the air. . .	

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Activity Title: ANIMAL CHARADES			Activity Guide Page #: 4
Objective(s): Students will be able to define wildlife, as well as be able to distinguish between domesticated and non-domesticated animals.			
Overview: Students use "charades" to distinguish between wild and domesticated animals.			
Subject Area(s): Language Arts, Science, Drama			Grade Level(s): 4-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Procedure #4</u> Follow the charades with a summary discussion, ask the students to clarify their definitions of wildlife and domesticated animals.. . .	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Secondary Grades 3. Use discussions with peers as a way of understanding information.	<u>Procedure #4</u>	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades 3-4 4. Report orally and summarize personal discoveries they have made as a result of reading and viewing.	<u>Extension #2</u> Classify animals into appropriate and inappropriate pets, with reason for the classifications. <u>Procedure #4</u>	
	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	<u>Extension #2 and Procedure #4</u>	

Activity Title: COLOR CRAZY			Activity Guide Page #: 12
Objective(s): Students will be able to generalize that wildlife occurs in a wide variety of colors.			
Overview: Students create representations of colorful wild animals.			
Subject Area(s): Science, Language Arts, Art			Grade Level(s): K-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades Pre-K-2 1. Seek out and enjoy experiences with books and other print materials.	<u>Procedure #5</u> Bring in wildlife reference books. Let the students look to see if they can find real animals like those they created.	
	Elementary Grades 3-4 2. Adjust reading speed to suit purpose and difficulty of the material.	<u>Procedure #5</u>	
	Middle Grades 5-8 2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	<u>Procedure #6.</u> Ask the students what they have learned about wild animals. Encourage the generalization that wild animals occur in a wide variety of colors and that animals' colors and marking help them survive.	
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 11. Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.	<u>Procedure #5</u> Bring in wildlife reference books. Let the students look to see if they can find real animals like those they created. <u>Aquatic Extension #3</u> Research light extinction in water. Find out, for example, why bright red fish are camouflaged . . .	
	Middle Grades 5-8 9. Apply effective strategies to the reading and use of moderately long nonfiction texts . . . which have an appropriate complexity of content and sophistication of style.	<u>Procedure #5 and Aquatic Extension # 3</u>	
English/Language Arts	Elementary Grades Pre-K-2	<u>Procedure #4</u>	

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C. Language and Images Students will demonstrate an understanding of how words and images communicate.	3. Make valid observations about the use of words and visual symbols.	Develop a vocabulary list based on the children's description of the animals. <u>Procedure #5</u> Bring in wildlife reference books. Let the students look to see if they can find real animals like those they created.	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Elementary Grades Pre-K-2 1. Understand the main idea of simple expository information.	<u>Aquatic Extension #3</u>	
	Middle Grades 5-8 1. Seek appropriate assistance when attempting to comprehend challenging text.	<u>Procedure #3</u> Make a "Colorful Wildlife Gallery." Display the animal creations in the classroom.	
	Middle Grades 5-8 2. Identify useful information organizing strategies.	<u>Procedure #5</u> Bring in wildlife reference books. Let the students look to see if they can find real animals like those they created.	
	Middle Grades 5-8 3. Identify both the author's purpose and the author's point of view when reading expository information.	<u>Extension #3</u> Put the pictures of animals with pictures of their natural surroundings. Look for animals that blend and those that stand out brightly.	
	Middle Grades 5-8 6. Describe new knowledge presented in informational texts and how it can be used.	<u>Procedure #5</u>	
	Middle Grades 5-8 7. Identify common technical terms used in informational texts.	<u>Procedure #6</u> Ask the students what they have learned about wild animals. Encourage the generalization that wild animals occur in a variety of colors and that animals' colors and markings help them survive.	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades Pre-K-2 1. Develop a search strategy which uses appropriate and available resources.	<u>Procedure #5</u> Bring in wildlife reference books. Let the students look to see if they can find real animals like those they created.	
	Elementary Grades 3-4	<u>Procedure #5</u>	

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	2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	<u>Aquatic Extension #2</u> Find pictures of reef fish or other reef animals. Pick a picture of a colorful animal that lives in a coral reef. Think of at least one way this bright color might help the animal survive in its environment . . . <u>Aquatic Extension #3</u>	
	Middle Grades 5-8 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	<u>Procedure #5</u> <u>Aquatic Extension #2</u> <u>Aquatic Extension #3</u>	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades Pre-K-2 1. Tell about experiences and discoveries, both orally and in writing.	<u>Procedure #2</u> Have the students describe how the coloring on the animals they created would help it to survive. <u>Procedure #6</u> <u>Evaluation #2</u> Explain how the colors you gave it will help it to survive. Explain where in the classroom its chances for survival would probably be best.	
	Elementary Grades 3-4 4. Report orally and summarize personal discoveries they have made as a result of reading and viewing.	<u>Procedure #2</u> Have the students describe how the coloring on the animals they created would help it to survive. <u>Procedure #6</u> <u>Evaluation #2</u> Explain how the colors you gave it will help it to survive. Explain where in the classroom its chances for survival would probably be best.	

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Activity Title: INTERVIEW A SPIDER			Activity Guide Page #: 12
Objective(s): Students will generalize that wildlife ranges in size and occurs in a variety of forms, colors, and adaptations.			
Overview: Students use interview techniques, research and write to develop natural history information about wildlife species.			
Subject Area(s): Language Arts, Science			Grade Level(s): 5-8
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Middle Grades 5-8 1. Formulate questions to be answered while reading.	<u>Procedure #3</u> Work with the students to establish a research, interview and reporting format for their use as reporters. Observe the animal or consulting resource materials or both . . .	
	Middle Grades 5-8 2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	<u>Procedure #3</u> Work with the students to establish a research, interview and reporting format for their use as reporters. Use reference material to take notes for appropriate responses to the questions.	
	Middle Grades 5-8 4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	<u>Procedure #3</u>	
	Middle Grades 5-8 7. Summarize whole texts by selecting and summarizing important and representative passages.	<u>Procedure #3</u>	
	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Procedure #3</u> Work with the students to establish a research, interview and reporting format for their use as reporters. Each team of two students should decide what animal to interview, write a list of questions to ask. Use reference materials to take notes for appropriate responses to the questions. It's time to conduct the interview! . .	
	Middle Grades 5-8	<u>Procedure #3</u>	

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	11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	<u>Extension</u> With the newspaper articles complete, either publish a wildlife newspaper for everyone to read and keep a copy or read the articles aloud for everyone to hear.	
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Middle Grades 5-8 9. Apply effective strategies to the reading and use of moderately long nonfiction texts . . . which have an appropriate complexity of content and sophistication of style.	<u>Procedure #3</u> Work with the students to establish a research, interview and reporting format for their use as reporters. Each team of two students should decide what animal to interview, write a list of questions to ask. Use reference materials to take notes for appropriate responses to the questions.	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Middle Grades 5-8 3. Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style).	<u>Procedure #3</u>	
	Middle Grades 5-8 4. Use knowledge of the fundamental parts of speech when writing and speaking.	<u>Extension</u> With the newspaper articles complete, either publish a wildlife newspaper for everyone to read and keep a copy or read the articles aloud for everyone to hear.	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Middle Grades 5-8 8. Use the various parts of a text (index, table of contents, glossary) to locate specific information.	<u>Procedure #3</u>	
	Middle Grades 5-8 7. Identify common technical terms used in informational texts.	<u>Procedure #3</u>	
	Middle Grades 5-8 6. Describe new knowledge presented in informational texts and how it can be used.	<u>Extension</u>	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note-taking and other appropriate strategies.	<u>Procedure #3</u>	
	Middle Grades 5-8	<u>Procedure #3</u>	

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	6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.		
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 3. Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.	<u>Procedure #3</u> Now it's time to organize the information gathered through the process of researching and interviewing the animal. Each team should use its notes as the basis for writing a newspaper article about the wild animal the interviewed.	
	Middle Grades 5-8 6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	<u>Extension</u> Read articles aloud for everyone to hear.	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Middle Grades 5-8 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain. . .	<u>Extension</u> With the newspaper articles complete publish a wildlife newspaper for everyone to read.	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Middle Grades 5-8 2. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	<u>Extension</u> With the newspaper articles complete publish a wildlife newspaper for everyone to read.	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Middle Grades 5-8 2. Identify useful information organizing strategies.	<u>Procedure #3</u> Work with the students to establish a research, interview and reporting format for their use as reporters.	

Activity Title: GRASSHOPPER GRAVITY!			Activity Guide Page #: 16
Objective(s): Students will: 1) describe the relationship between structure and function; 2) generalize that wildlife ranges from small to large and occurs in a variety of forms; and 3) recognizes that people have power to affect other animals and with that power comes responsibility.			
Overview: Students observe, handle and describe live grasshoppers and crickets.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 2-7
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades Pre-K-2 1. Seek out and enjoy experiences with books and other print materials.	<u>Extension #1</u> Find out what contributions grasshoppers make to ecological systems. What animals use grasshoppers as a food source? <u>Extension #2</u> Some farmers and gardeners consider grasshoppers a nuisance. Find out why. Find out what actions, if any, are taken to reduce crop damage from grasshoppers in your region . . . See “Deadly Links” for a related activity about pesticides in the environment.	
	Elementary Grades Pre-K-2 4. Recognize and use rereading as an aid to developing fluency and to understanding appropriate material.	<u>Extensions #1 and #2</u>	
	Elementary Grades Pre-K-2 5. Figure out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships.	<u>Extensions #1 and #2</u>	
	Elementary Grades Pre-K-2 6. Recognize and use clues within the text (sentence structure, word meanings), rereading, and other strategies as aids in developing fluency and comprehension.	<u>Extensions #1 and #2</u>	

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	<p>Elementary Grades 3-4</p> <p>1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.</p>	<p><u>Extension #1</u></p> <p>Find out what contributions grasshoppers make to ecological systems. What animals use grasshoppers as a food source?</p> <p><u>Extension #2</u></p> <p>Some farmers and gardeners consider grasshoppers a nuisance. Find out why. Find out what actions, if any, are taken to reduce crop damage from grasshoppers in your region. Do the actions seem appropriate? Why or why not? See “Deadly Links” for a related activity about pesticides in the environment.</p>	
	<p>Elementary Grades 3-4</p> <p>2. Adjust reading speed to suit purpose and difficulty of the material.</p>	<p><u>Extensions #1 and #2</u></p>	
	<p>Middle Grades 5-8</p> <p>1. Formulate questions to be answered while reading.</p>	<p><u>Extensions #1 and #2</u></p>	
	<p>Middle Grades 5-8</p> <p>1. Reflect on what has been discovered and learned while reading, and formulate additional questions.</p>	<p><u>Extension #2</u></p>	
	<p>Middle Grades 5-8</p> <p>4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.</p>	<p><u>Extensions #1 and #2</u></p>	
	<p>Middle Grades 5-8</p> <p>7. Summarize whole texts by selecting and summarizing important and representative passages.</p>	<p><u>Extensions #1 and #2</u></p>	
	<p>Middle Grades 5-8</p> <p>8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).</p>	<p><u>Extensions #1 and #2</u></p>	

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	Middle Grades 5-8 9. Explain orally and defend opinions formed while reading and viewing.	<u>Procedure #4</u> Ask the students to take the grasshoppers outside and let them go. Some of the students may want to keep the grasshoppers as pets. Talk with the students about how difficult it is for a grasshopper to live very long in a captive state. How much space does a grasshopper need to live? Can you supply that in captivity? Tell the students that by studying grasshoppers, they have done what some scientists do. . .	
	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Extensions #1 and #2</u> <u>Procedure #4</u>	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 1. Ask and seek answers to questions.	<u>Procedure #2</u> The following questions may be written out in some form for the students to use in observing the grasshoppers, or you might offer questions to the students aloud as they examine the grasshoppers. You may want to define some of the vocabulary before using the questions – like antennae, appendage.	
	Elementary Grades 3-4 2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	<u>Extension #1</u> Find out what contributions grasshoppers make to ecological systems. What animals use grasshoppers as a food source? <u>Extension #2</u> Some farmers and gardeners consider grasshoppers a nuisance. Find out why. Find out what actions, if any, are taken to reduce crop damage from grasshoppers in your region. Do the actions seem appropriate? Why or why not? See “Deadly Links” for a related activity about pesticides in the environment.	
	Middle Grades 5-8 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	<u>Extensions #1 and #2</u>	

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English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 2. Use literary pieces to better understand and appreciate the actions of others.	<u>Extension #2</u>	
	Elementary Grades 3-4 11. Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.	<u>Extensions #1 and #2</u>	

This rubric focuses on the English/Language Arts content standards and assumes individual students will be evaluated on their performance relative to the assigned task.

4	Students exceed the standard if they develop and persuasively argue for a particularly eloquent, loop-hole free in terms of arguments, set of guidelines for people to follow when studying wildlife.
3	Students meet the standard if they create and defend a set of reasonable guidelines, 3-4, for people to follow when studying wildlife.
2	Students partially address the standard if they only develop 2-3 guidelines for people studying wildlife to follow.
1	Students do not meet the standard if they develop less than 1 guideline for people studying wildlife to follow.

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Activity Title: WILDLIFE IS EVERYWHERE!			Activity Guide Page #: 20
Objective(s): Students will: 1) state that humans and wildlife share environments; and 2) generalize that wildlife is present in areas all over the earth.			
Overview: Students search their environment for evidence of wildlife.			
Subject Area(s): Science, Language Arts			Grade Level(s): K-3
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades Pre-K-2 1. Seek out and enjoy experiences with books and other print materials.	<u>Extension #2</u> Search magazines and books for wildlife from all over the planet.	
	Elementary Grades Pre-K-2 2. Demonstrate an understanding that reading is a way to gain information about the world.	<u>Extension #2</u>	
	Elementary Grades Pre-K-2 4. Recognize and use rereading as an aid to developing fluency and to understanding appropriate material.	<u>Extension #2</u>	
	Elementary Grades Pre-K-2 5. Figure out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships.	<u>Extension #2</u>	
	Elementary Grades Pre-K-2 6. Recognize and use clues within the text (sentence structure, word meanings), rereading, and other strategies as aids in developing fluency and comprehension.	<u>Extension #2</u>	

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	Elementary Grades 3-4 1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.	<u>Extension #2</u> <u>Extension #3</u> “Invent” names and descriptions for the wildlife found outside during searches. Older students can observe the animals, write a written description – and then check their invented names and descriptions against the scientific names and information found in reference materials.	
	Elementary Grades 3-4 2. Adjust reading speed to suit purpose and difficulty of the material.	<u>Extension #2</u>	
	Elementary Grades 3-4 5. Read a variety of narrative and informational texts independently and fluently.	<u>Extension #2</u>	
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades Pre-K-2 4. Distinguish between fiction and nonfiction.	<u>Extension #2</u>	
	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Procedure #3</u> Talk with the children about what they learned. Emphasize that they have seen that people and wildlife share environments. They have seen evidence of wildlife at their school. Ask the children to guess whether they think different kinds of animals are found all over the earth – in the deserts, oceans, mountains and cities. . .	
	Elementary Grades 3-4 11. Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.	<u>Extension #2</u> <u>Procedure #2</u> Expand the search for other animals to the out-of-doors. Take the students on the school grounds and give everyone five minutes to find an animal or some sign that an animal has been there. Look for indirect evidence, such as tracks, webs, droppings, feathers and nests. After five minutes, sit down and talk about what everyone found. Or, in advance, create a wildlife trail for your students to follow – looking for signs of animals along the way . . .	

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English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Elementary Grades Pre-K-2 1. Understand the main idea of simple expository information.	<u>Extension #2</u>	
	Elementary Grades 3-4 1. Use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.	<u>Extension #2</u>	
	Elementary Grades 3-4 3. Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).	<u>Extension #2</u>	
	Elementary Grades 3-4 6. Understand common technical terms used in instructional and informational texts.	<u>Extension #2</u>	
	Elementary Grades 3-4 7. Recognize when and how new information in a text connects to prior knowledge.	<u>Extension #2</u>	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	<u>Extension #2</u> Search magazines and books for wildlife from all over the planet. <u>Extension #4</u> Use state maps. Look up names of towns, cities and counties with wild animal names!	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Elementary Grades Pre-K-2 2. Use oral language appropriate to the level of formality required.	<u>Evaluation #3</u> Draw a picture of a place with many different animals living there. Explain your picture. <u>Evaluation #4</u> Identify and describe three things that people could do to increase the numbers and kinds of wildlife living in an area that has little evidence of wildlife.	

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	Elementary Grades 3-4 2. Use the level of language formality required in a variety of speaking situations.	<u>Evaluations #3 and #4</u>	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades Pre-K-2 1. Tell about experiences and discoveries, both orally and in writing.	<u>Procedure #3</u> Talk with the children about what they learned. They may draw from their own experiences.	
	Elementary Grades 3-4 6. Summarize central concepts from oral presentations.	<u>Procedure #3</u> Encourage the students to make the generalization that wildlife is present all over the earth.	



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Activity Title: MICROTREK TREASURE HUNT			Activity Guide Page #: 22
Objective(s): Students will: 1) state that humans and wildlife share environments; 2) demonstrate that humans do not have exclusive use of environments; and 3) generalize that wildlife can be all around us even if we do not actually see or hear it.			
Overview: Students go outside on a "treasure hunt" for wildlife.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 4-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Procedure #5</u> Ask the groups to report on what they found.	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades 3-4 1. Identify strengths and weaknesses in their own writing and seek effective help from others.	<u>Extension #1</u> Do some creative writing!	
	Elementary Grades 3-4 6. Summarize central concepts from oral presentations.	<u>Procedure #5</u> Ask the groups to report on what they found.	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades 3-4 1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	<u>Extension #1</u> Do some creative writing!	
	Elementary Grades 3-4	<u>Extension #1</u>	

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	7. Use a variety of media and technological resources to make creative and expository oral presentations.	Do some creative writing!	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Elementary Grades 3-4 2. Use the level of language formality required in a variety of speaking situations.	<u>Procedure #5</u> At the end for the designated time period, everyone should meet back at the classroom. Ask the groups to report on what they found.	
	Middle Grades 5-8 2. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.	<u>Procedure #5</u> At the end for the designated time period, everyone should meet back at the classroom. Ask the groups to report on what they found.	

Activity Title: STORMY WEATHER			Activity Guide Page #: 26
Objective(s): Students will generalize that humans and wildlife share environments and experience some of the same natural phenomena.			
Overview: Students go on a simulated field trip to experience a storm.			
Subject Area(s): Language Arts, Science, Social Studies			Grade Level(s): 4-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades 3-4 2. Identify the social context of conversations and its effect on how language is used.	<u>Procedure #2</u> Now it is time to find out what the students saw and felt during the simulated field trip. There is no need to hear from every student, nor any reason for them to feel pressured to share. Most often, they are eager to describe what they experienced. Let the students volunteer, being sure to include who they were – that is, wild or domesticated animal of some kind, or themselves. Find out what shelter they found, and where, and what happened to them throughout the storm.	
	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedure #2</u> <u>Procedure #3</u> After the students have shared their descriptions, turn the discussion to the idea that many animals - including people, pets and wildlife – share a common environment. Whether we live in the cities, in the country, in the desert, or on a mountaintop, people are not the only forms of life that live in these environments. . .	
	Elementary Grades 3-4 3. Make observations about the use of language and graphic symbols encountered in various real-life situations.	<u>Evaluation</u> Write a story that compares the ways a child and a wild animal might experience any of these: drought, snowstorm, flood, tornado, fire, earthquake.	
	Secondary Grades 6. Use dictionaries, handbooks, and other language-related resources to evaluate the accuracy of their use of English.	<u>Evaluation</u>	

WILD Links/English Language Arts

English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Secondary Grades 3. Use discussions with peers as a way of understanding information.	<u>Procedure #2</u> <u>Procedure #3</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades 3-4 3. Write essays and make remarks that clearly state or suggest a central idea and provide supporting detail.	<u>Evaluation</u> Write a story that compares the ways a child and a wild animal might experience any of these: drought, snowstorm, flood, tornado, fire, earthquake.	
	Middle Grades 5-8 4. Write essays and deliver oral presentations which identify a clear topic and reliably support that topic.	<u>Evaluation</u>	
	Elementary Grades 3-4 1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	<u>Aquatic Extension</u> Describe what happens to you and your behavior.	
	Middle Grades 5-8 7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	<u>Aquatic Extension</u> Describe what happens to you and your behavior.	
	Secondary Grades 2. Write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.	<u>Aquatic Extension</u> Describe what happens to you and your behavior.	
	Secondary Grades 5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).	<u>Evaluation</u> Write a story that compares the ways a child and a wild animal might experience any of these: drought, snowstorm, flood, tornado, fire, earthquake.	

WILD Links/English Language Arts

English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades 3-4 6. Summarize central concepts from oral presentations.	<u>Procedure #1</u> Picture in you mind the thing you will hear me describing. <u>Evaluation</u>	
	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	<u>Procedure #1 and Evaluation</u>	



Activity Title: THE BEAUTIFUL BASICS			Activity Guide Page #: 30
Objective(s): Students will identify five basic survival needs shared by people and all other animals, including pets and wildlife.			
Overview: Students list and organize needs of people, pets, and wildlife.			
Subject Area(s): Science, Language Arts, Health			Grade Level(s): 2
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades Pre-K-2 3. Respond to remarks or statements orally and in writing.	<u>Procedure #1</u> Ask the students, "What do people need in order to be able to live?" List the students' ideas in a column under the word, "People." Do the same for pets and wildlife. (Make sure to do the activity, "What's Wild?" before this one, so that students know the major differences between pets and wildlife.) <u>Evaluation #1</u> List at least four things plants and animals need for survival.	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades Pre-K-2 3. Make valid observations about the use of words and visual symbols.	<u>Procedure #2</u> After the lists are made, ask the students to look to see which ideas seem to go together into larger ideas.	

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Activity Title: EVERYBODY NEEDS A HOME			Activity Guide Page #: 32
Objective(s): Students will be able to generalize that people and other animals share a basic need to have a home.			
Overview: Students draw pictures of homes and compare their needs with those of other animals.			
Subject Area(s): Science, Language Arts, Art			Grade Level(s): K-3
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Procedure #2</u> Have a discussion with the students about what they drew. Ask the students to point out the things they need to live that they included in their drawings. <u>Procedure #5</u> Discuss the differences and similarities among the different homes with the students.	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedures #2 and #5</u>	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades Pre-K-2 1. Tell about experiences and discoveries, both orally and in writing.	<u>Evaluation #2</u> Draw a picture of a suitable habitat for an animal. Write a paragraph to describe how the habitat meets the animal's needs for survival.	
	Elementary Grades 3-4 6. Summarize central concepts from oral presentations.	<u>Procedure #5</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades Pre-K-2 1. Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.	<u>Evaluation #2</u> Draw a picture of a suitable habitat for an animal. Write a paragraph to describe how the habitat meets the animal's needs for survival.	
	Elementary Grades 3-4	<u>Evaluation #2</u>	

	1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	Draw a picture of a suitable habitat for an animal. Write a paragraph to describe how the habitat meets the animal's needs for survival.	
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WILD Links/English Language Arts

Activity Title: HABITRACKS			Activity Guide Page #: 36
Objective(s): Students will: 1) identify the basic components of habitat as food, water, shelter, and space in a suitable arrangement; and 2) generalize that these components of habitat are needed by all animals -- including people and wildlife.			
Overview: Students identify the components of habitat by using a map and exploring their school grounds.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 2-5
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Procedure #6</u> Once the habitat task cards are completed, invite the student groups to report on what they found and where they found it.	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedure #6</u> Once the habitat task cards are completed, invite the student groups to report on what they found and where they found it.	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades Pre-K-2 1. Tell about experiences and discoveries, both orally and in writing.	<u>Procedure #6</u> Report on what they found and where they found it.	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades 3-4 1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	<u>Evaluation</u> Draw a picture of an animal in a suitable habitat. Identify and describe what the animal needs to survive, and show where and how its needs are met in the habitat.	

Activity Title: WHAT'S THAT, HABITAT?			Activity Guide Page #: 38
Objective(s): Students will: 1) identify their own basic needs for food, water, shelter, and space in a suitable arrangement and 2) generalize that wildlife and other animals have similar basic needs.			
Overview: Students draw pictures of people's and animal's homes, comparing basic needs.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 2-3
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades Pre-K-2 2. Recognize characteristic sounds and rhythms of language, including the relationship between sounds and letters.	<u>Procedure #2</u> Read each word aloud, asking the students to repeat the words after you. (They may say the letters of the words and use the words for spelling.)	
	Elementary Grades Pre-K-2 3. Make valid observations about the use of words and visual symbols.	<u>Procedure #6</u> Tell the students that when food, water, shelter and space go together in a special way, so that animals – including people- can live, we call that place a habitat. The food, water, shelter and space are in an arrangement that makes it possible for animals to live. <u>Procedure #7</u> Ask the students to write the word “habitat” in big letters at the top of their drawings. Talk with them about the meaning of the word.	
	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedure #2</u> Read each word aloud, asking the students to repeat the words after you. (They may say the letters of the words and use the words for spelling.) <u>Procedure #10</u> Ask the students to talk about their drawings, pointing out the habitat components they have included.	

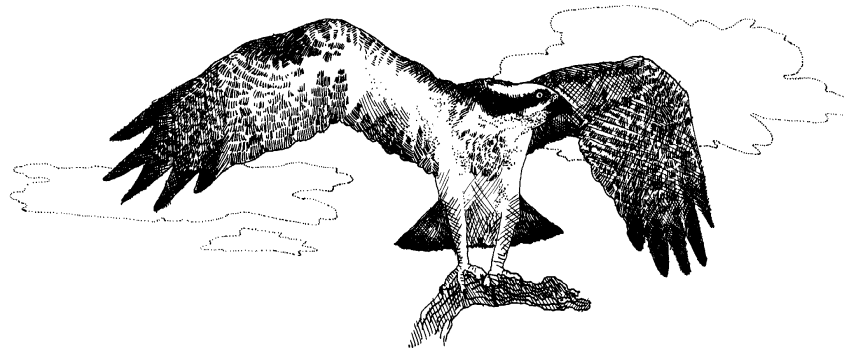
WILD Links/English Language Arts

English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades Pre-K-2 1. Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.	<u>Evaluation #3</u> Tell a story. In the story, tell how a habitat meets the needs of different kinds of animals.	
	Elementary Grades 3-4 1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	<u>Evaluation #2</u> Choose which things people need to survive: food, water, shelter, space, arrangement. Explain. Write a sentence about what people and wildlife need to survive. <u>Evaluation #3</u> Tell a story. In the story, tell how a habitat meets the needs of different kinds of animals.	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Elementary Grades Pre-K-2 2. Use oral language appropriate to the level of formality required.	<u>Procedure #10</u> Ask the students to talk about their drawings, pointing out the habitat components they have included.	
	Elementary Grades 3-4 2. Use the level of language formality required in a variety of speaking situations.	<u>Procedure #10</u> Ask the students to talk about their drawings, pointing out the habitat components they have included.	

Activity Title: WHAT'S FOR DINNER?			Activity Guide Page #: 48
Objective(s): Students will generalize that all animals, including people, depend on plants as a food source, either directly or indirectly.			
Overview: Students list and analyze sources of food.			
Subject Area(s): Science, Language Arts, Health			Grade Level(s): 3-7
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Procedure #3</u> Have a general discussion with the students: "What are some of the things you have learned from this activity?" After that students have described thinks they have learned, encourage them to make two generalizations about plants and animals: 1) all animals, including people and wildlife, need food; and 2) all animals, including people and wildlife, depend upon plants for food.	
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Procedure #3</u>	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedure #3</u>	
	Elementary Grades 3-4 4. Make observations about the use of language and graphic symbols encountered in various real-life situations.	<u>Procedure #3</u>	

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	<p>Middle Grades 5-8</p> <p>4. Use knowledge of the fundamental parts of speech when writing and speaking.</p>	<p><u>Extension #1</u> Create posters of the menus showing the food chains involved in each. Add soil, water, sun and air- since these are necessary to plants, people and all animals too!</p> <p><u>Extension #2</u> Create a master list of all the plants that were identified. Look to see which plants we seem to depend upon more than others. Some students might be interested to know that other groups of people – like people in other parts of the world who live in different environments – could come up with a very different list of plants upon which they depend.</p> <p><u>Procedure #3</u></p>	
<p>English/Language Arts</p> <p>H. Research-Related Writing and Speaking</p> <p>Students will work, write, and speak effectively when doing research in all content areas.</p>	<p>Elementary Grades 3-4</p> <p>1. Ask and seek answers to questions.</p>	<p><u>Procedure #2</u></p> <p>In the classroom, ask the students to work alone or in groups to analyze where their food from their dinner menu should be traced back to a plant. As each item on a menu is examined, ask the students to create a flow diagram or chain which show the major sources of each food – from the product they eat all the way back to the plant origin.</p>	
<p>English/Language Arts</p> <p>E. Processes of Writing and Speaking</p> <p>Students will demonstrate the ability to use the skills and strategies of the writing process.</p>	<p>Elementary Grades 3-4</p> <p>6. Summarize central concepts from oral presentations.</p>		



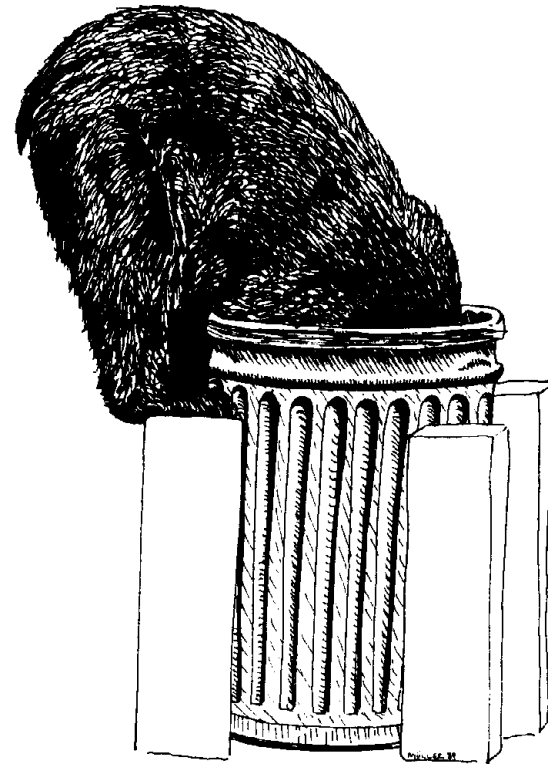
Activity Title: LITTER WE KNOW			Activity Guide Page #: 50
Objective(s): Student will: 1) Identify and evaluate ways that litter pollution can endanger wildlife; and 2) propose ways they can help eliminate these dangers.			
Overview: Students collect and evaluate litter, making collages.			
Subject Area(s): Social Studies, Language Art, Science, Art, Math			Grade Level(s): 4-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 1. Ask and seek answers to questions.	<u>Aquatic Extension #3</u> Consider what happens to garbage that is dumped into the ocean. Where off the coast of the United States is this done? What towns and cities contribute to this ocean dumping? Where does the garbage go? When considering the impact of wildlife, think about any possible effects on the wildlife's food, water, shelter and space. Are there regulations affecting the dumping of garbage into the seas? If yes, are they enforced?	
	Elementary Grades 3-4 2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	<u>Extension #1</u> Research local and state laws regarding recycling. Determine how those laws impact wildlife. <u>Extension #2</u> Is there a litter clean-up program in your community? If yes, learn more about it. If not, find out why not.	
	Middle Grades 5-8 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	<u>Extension #1</u> Research local and state laws regarding recycling. Determine how those laws impact wildlife. <u>Extension #2</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades 3-4 7. Use a variety of media and technological resources to make creative and expository oral presentations.	<u>Evaluation #4</u> Plan a "Volunteers for Wildlife" clean-up program. Get it started in your community.	
English/Language Arts	Elementary Grades 3-4	<u>Evaluation #3</u>	

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F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	2. Use the level of language formality required in a variety of speaking situations.	Propose what you consider to be one of the most effective ways to eliminate or reduce litter. Explain.	
	Middle Grades 5-8 2. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.	<u>Evaluation #3</u>	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Middle Grades 5-8 4. Use knowledge of the fundamental parts of speech when writing and speaking.	<u>Evaluation #3</u>	
	Middle Grades 5-8 5. Demonstrate an understanding of the concept of propaganda.	<u>Evaluation #4</u> Plan a “Volunteers for Wildlife” clean-up program. Get it started in your community	
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Procedure #4</u> Ask a wildlife expert to join the class for the discussion. If available, show a film or read brochures on the subject.	
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades 3-4 1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.	<u>Extension #1</u> Research local and state laws regarding recycling. Determine how those laws impact wildlife.	
	Middle Grades 5-8 2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	<u>Extension #1</u>	
	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Extension #1</u>	
	Middle Grades 5-8	<u>Evaluation #3</u>	

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	9. Explain orally and defend opinions formed while reading and viewing.	Propose what you consider to be one of the most effective ways to eliminate or reduce litter.	
	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Procedure #4</u> Ask a wildlife expert to join the class for the discussion. If available, show a film or read brochures on the subject.	



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Activity Title: HABITREKKING			Activity Guide Page #: 56
Objective(s): Students will: 1) summarize evidence about the nature of habitats; and 2) generalize from evidence that people and wildlife have similar basic needs, share environments and are subject to the same or similar environmental problems.			
Overview: Students go outside to conduct an investigation requiring observation, interpretation and data-gathering skills, and then prepare and present their findings.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Procedure #6</u> Spend one class period seeing, hearing and discussing reports.	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Secondary Grades 3. Use discussions with peers as a way of understanding information.	<u>Procedure #6</u> Spend one class period seeing, hearing and discussing reports.	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	<u>Procedure #7</u> In the discussion, ask the students to summarize what they learned. Emphasize the generalizations that people and wildlife have similar basic needs, share environments, and are subject to the same or similar environmental problems.	
	Secondary Grades 4. Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed.	<u>Procedure #7</u>	
	Middle Grades 5-8 2. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.	<u>Procedure #5</u> Ask each group to prepare and present their evidence. <u>Procedure #6</u>	

Activity Title: SPIDER WEB GEOMETRY			Activity Guide Page #: 58
Objective(s): Students will: 1) recognize spiders as wildlife; and 2) generalize that people and wildlife share environments.			
Overview: Students research the spider of their choice, and then construct a replica of the spider's web, applying principles of geometry.			
Subject Area(s): Math, Science, Language Arts, Art			Grade Level(s):10-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Secondary Grades 1. Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.	<u>Procedure #3</u> Ask the students to research a spider of their choice, investigating the appearance and characteristics of the spider and its web. Find out the spider's habitat needs, its common prey, and assess the spider's role in its environment. If they don't know already, ask the students to find out what makes a spider different from an insect. . .	
	Secondary Grades 2. Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.	<u>Procedure #3</u>	
	Secondary Grades 3. Identify the author's purpose and analyze the effects of that purpose on the text.	<u>Procedure #3</u>	
	Secondary Grades 4. Identify the author's point of view and analyze the effects of that point of view on the text.	<u>Procedure #3</u>	
	Secondary Grades 5. Identify the devices an author uses to persuade readers and critique the effectiveness of the use of those devices.	<u>Procedure #3</u>	
	Secondary Grades 6. Use the context of a work to determine the figurative, idiomatic, and technical meanings of terms.	<u>Procedure #3</u>	
	Secondary Grades 7. Use the context of a work to determine the meanings of abbreviations and acronyms.	<u>Procedure #3</u>	

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	Secondary Grades 8. Find the meaning of relatively uncommon technical terms used in informational texts.	<u>Procedure #3</u>	
	Secondary Grades 9. Identify the philosophical assumptions and basic beliefs underlying a particular text.	<u>Procedure #3</u>	
	Secondary Grades 11. Represent key ideas and supporting details in various written forms (e.g., outline, paraphrase, concise summary).	<u>Procedure #3</u>	
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Secondary Grades 8. Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.	<u>Procedure #3</u>	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Secondary Grades 1. Demonstrate an understanding of the relationship among perception, thought, and language.	<u>Procedure #3</u>	
	Secondary Grades 6. Use dictionaries, handbooks, and other language-related resources to evaluate the accuracy of their use of English.	<u>Procedure #3</u>	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Secondary Grades 1. Scan a passage to determine whether a text contains relevant information.	<u>Procedure #3</u>	
	Secondary Grades 2. Distinguish between apparent fact and opinion in nonfiction texts.	<u>Procedure #3</u>	

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	Secondary Grades 3. Use discussions with peers as a way of understanding information.	<u>Procedure #1</u> Talk with the students about spiders! Some may express horrified reactions, while others will point out the contributions made by spiders – for example, in reducing populations of other insects. Expand the discussion to wildlife in general, assisting the students in establishing working definitions of wildlife and domesticated animals, if they have not already done so.	
	Secondary Grades 4. Identify complex structures in informational texts and the relationships between the concepts and details in those structures using texts from various disciplines.	<u>Procedure #3</u>	
	Secondary Grades 5. Analyze and synthesize the concepts and details in informational texts.	<u>Procedure #3</u>	
	Secondary Grades 6. Explain how new information from a text changes personal knowledge.	<u>Procedure #3</u>	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Secondary Grades 3. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	<u>Procedure #3</u>	
	Secondary Grades 4. Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed.	<u>Procedure #5</u> Ask the students to present their findings, What have they learned about spiders? What contributions do spiders make to the environment? What theorems of geometry were most useful in their web construction? Encourage the generalization that people and wildlife share environments – and that spiders are wildlife.	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Secondary Grades 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain. . .	<u>Procedure #3</u>	

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	Secondary Grades 3. Demonstrate command of the conventions involved in a formal speech, effectively engaging peers during presentation and fielding responses afterwards.	<u>Procedure #5</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Secondary Grades 2. Write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Secondary Grades 3. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.	<u>Procedure #3</u>	
	Secondary Grades 4. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).	<u>Procedure #3</u>	
	Secondary Grades 5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).	<u>Procedure #3</u>	
	Secondary Grades 6. Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or to move the reader/listener through the piece.	<u>Procedure #3</u>	
	Secondary Grades 7. Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.	<u>Procedure #3</u>	

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	Secondary Grades 8. Write pieces and deliver oral presentations in a personal style, with a discernible voice and effective wording.	<u>Procedure #3</u>	
	Secondary Grades 9. Write essays and deliver oral presentations that reliably support and provide details for the explicitly stated generalizations.	<u>Procedure #3</u>	
	Secondary Grades 10. Make effective use of a variety of techniques to provide supporting detail (e.g., analogies, anecdotes, illustrations, detailed descriptions, restatements, paraphrases, examples, comparisons) in written work and oral presentations.	<u>Procedure #3</u>	
	Secondary Grades 11. Make effective use of a variety of techniques for introducing and representing ideas and insights in written work and oral presentations.	<u>Procedure #3</u>	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Secondary Grades 1. Develop an appropriate strategy for finding information on a particular topic.	<u>Procedure #3</u> <u>Evaluation #3</u> Write a proof to support the geometric theorems that you used in constructing your web.	
	Secondary Grades 3. Record significant information from events attended and interviews conducted.	<u>Procedure #3 and Evaluation #3</u>	
	Secondary Grades 4. Identify and use library information services.	<u>Procedure #3</u>	
	Secondary Grades 5. Use government publications, in-depth field studies, and almanacs for research.	<u>Procedure #3</u>	
	Secondary Grades 6. Use CD-ROM, microfiche, and similar resource media for research.	<u>Procedure #3</u>	

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	Secondary Grades 6. Use CD-ROM, microfiche, and similar resource media for research.	<u>Procedure #3</u>	
	Secondary Grades 7. Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes.	<u>Procedure #3</u>	
	Secondary Grades 8. Use search engines and other Internet resources to do research.	<u>Procedure #3</u>	
	Secondary Grades 9. Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.	<u>Procedure #3</u>	
	Secondary Grades 10. Analyze the validity and weigh the reliability of primary information sources and make appropriate use of such information for research purposes.	<u>Procedure #3</u>	
	Secondary Grades 11. Evaluate information for accuracy, currency, and possible bias.	<u>Procedure #3</u>	
	Secondary Grades 12. Report orally, using a variety of technological resources to present the results of a research project.	<u>Procedure #5</u>	

Activity Title: WE'RE IN THIS TOGETHER!			Activity Guide Page #: 60
Objective(s): Students will: 1) identify environmental problems of concern to both people and wildlife; and 2) generalize that people, domesticated animals and wildlife are subject to similar environmental problems.			
Overview: Students interview people to identify environmental problems, and then analyze, interpret and summarize their findings.			
Subject Area(s): Social Studies, Environmental Problems, English, Science			Grade Level(s): 9-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Secondary Grades 2. Reflect on, evaluate, revise, and edit a sequence of drafts to improve and polish finished work.	<u>Procedure #6</u> Ask the students to write an essay, poem, or short story which summarizes what they learned in this investigation of environmental concerns, emphasizing that people and wildlife are “in this together.” <u>Extension #2</u> Publish a magazine or book.	
	Secondary Grades 3. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	<u>Procedure #6 and Extension #2</u>	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Secondary Grades 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .	<u>Procedure #6</u> <u>Extension #2</u> Publish a magazine or book.	
	Secondary Grades 2. Demonstrate how language usage may depend on the situation.	<u>Extension #3</u> Put together a “TV News Special,” featuring the common environmental problems of people and wildlife.	

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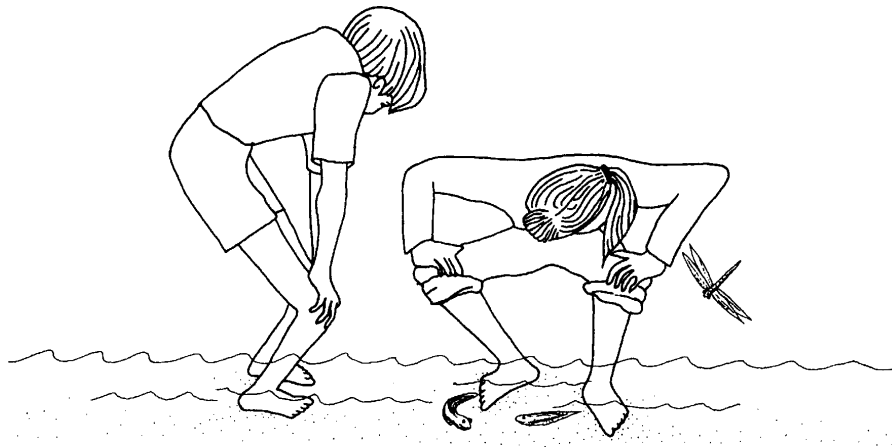
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Secondary Grades 2. Write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.	<u>Procedure #6</u> <u>Extension #1</u> Have a class reading of the essays and short stories.	
	Secondary Grades 8. Write pieces and deliver oral presentations in a personal style, with a discernible voice and effective wording.	<u>Procedure #6 and Extension #1</u>	
	Secondary Grades 5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).	<u>Procedure #6</u> <u>Extension #2</u> Publish a magazine or book. <u>Extension #3</u> Put together a “TV News Special,” featuring the common environmental problems of people and wildlife.	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Secondary Grades 3. Record significant information from events attended and interviews conducted.	<u>Procedure #3</u> Ask each student to interview five people at school, finding out from other students and teachers what environmental problems they are concerned about. Ask the students to interview family members with the same questions. . .	



Activity Title: LEARNING TO LOOK, LOOKING TO SEE			Activity Guide Page #: 62
Objective(s): Students will: 1) describe differences seen in their environment as a result of casual and detailed observation; and 2) give reasons for the importance for looking closely at any environment.			
Overview: Students list what they remember seeing in a familiar environment, check their accuracy, and discuss the results, and then apply their experiences and new skills to an unfamiliar outdoor setting.			
Subject Area(s): Language Arts, Science, Social Studies, Art			Grade Level(s): K-8
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Procedure #3</u> Bring the students together for a discussion centering on the process they went through as well as their list of sightings. <u>Procedure #4</u> Talk with the students.	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedures #3 and #4</u> <u>Procedure #5</u> Talk about the process of continuing to develop our senses as being a life-long process for each of us.	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades Pre-K-2 1. Tell about experiences and discoveries, both orally and in writing.	<u>Procedure #2</u> Record everything they “see.” Fifteen minutes will provide time for on initial spurt of observations, a plateau and then another spurt as they begin to realize how much they missed the first time around. Use an agreed upon signal to indicate when it is time to return to the group. <u>Procedure #3</u> <u>Procedure #4</u> <u>Procedure #5</u>	
	Elementary Grades Pre-K-2 3. Respond to remarks or statements orally and in writing.	<u>Procedure #4</u> <u>Aquatic Extension</u> Make a written list of anything you did not include in your drawing.	

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	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	<u>Procedure #3</u> <u>Procedure #4</u>	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades Pre-K-2 3. Record and share information gathered.	<u>Procedure #2</u> Younger children need only to record in their minds. <u>Procedure #3</u> Bring the students together for a discussion.	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Elementary Grades Pre-K-2 2. Use oral language appropriate to the level of formality required.	<u>Procedure #3</u>	
	Elementary Grades 3-4 2. Use the level of language formality required in a variety of speaking situations.	<u>Procedure #3</u>	



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Activity Title: WILD WORDS ... A JOURNAL-MAKING ACTIVITY			Activity Guide Page #: 68
Objective(s): Students will: be able to observe and describe their surroundings, particularly in out-of-door settings, in a variety of ways.			
Overview: Students go into an outdoor setting to make and write in journals they design.			
Subject Area(s): Language Arts, Science			Grade Level(s): 4-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Procedure #6</u> Discuss the value of journals.	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedure #6</u> Discuss the value of journals.	
	Middle Grades 5-8 3. Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style).	<u>Extension #2</u> Select an animal habitat. Find a spot within that habitat. Write one word that describes the animal you have chosen to be. On the next line write three words that describe how you move, or where you live. On the next line write two words about how you contribute to the ecosystem where you live, or how you live. On the last line, write another word that describes who you are. <u>Aquatic Extension #2</u> Early explorers in North America often traveled by waterways. Lewis and Clark, LaSalle, voyageurs, and others were often the first to write in journals about what they saw. Pick a time period of your choice. Become a brave explorer, venturing into unknown territory. Write an imaginary account of what you see- including terrain, vegetation and wildlife. . .	
	Middle Grades 5-8 (continued)	<u>Evaluation #1</u>	

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	3. Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style).	Write a description of some place that you like but that you have not visited in a long time. Include details about what it looks like, how you feel when you're there and what you like about it. <u>Evaluation #2</u> Go outside. Find a very small living thing. Look at it as closely as possible without harming it. Write a short description or poem about this small living thing.	
	Middle Grades 5-8 4. Use knowledge of the fundamental parts of speech when writing and speaking.	<u>Aquatic Extension #2</u>	
	Secondary Grades 6. Use dictionaries, handbooks, and other language-related resources to evaluate the accuracy of their use of English.	<u>Aquatic Extension #2</u> <u>Evaluation #2</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades 3-4 1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	<u>Extension #2</u> <u>Aquatic Extension #2</u> <u>Evaluation #1</u>	
	Middle Grades 5-8 7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	<u>Extension #2</u> <u>Aquatic Extension #2</u> <u>Evaluation #1</u>	
	Secondary Grades 2. Write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.	<u>Extension #2</u> <u>Aquatic Extension #2</u> <u>Evaluation #1</u>	

Activity Title: ANIMAL POETRY

Activity Guide Page #: 70

Objective(s): Each student or group of students will be able to recognize and experience the inspirational value of wildlife.

Overview: Students go outside to imagine themselves as animals, then write poetry.

Subject Area(s): Language Arts, Science

Grade Level(s): 4-7

Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Middle Grades 5-8 3. Identify specific devices an author uses to involve readers.	<u>Procedure #4</u> Here are a few examples of poetic forms which can be used. <ul style="list-style-type: none"> • Haiku • Cinquain • Diamante 	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades 3-4 3. Use planning, drafting, and revising to produce, on-demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	<u>Procedure #3</u> Write a short poem about their animal. <u>Procedure #4</u>	
	Middle Grades 5-8 2. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	<u>Procedures #3 and #4</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades 3-4 1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	<u>Procedure #3</u> Write a short poem about their animal.	
	Middle Grades 5-8 7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	<u>Procedure #3</u> Write a short poem about their animal.	

Activity Title: MUSEUM SEARCH FOR WILDLIFE			Activity Guide Page #: 72
Objective(s): Students will: 1) identify wildlife portrayed in art form; and 2) generalize that wildlife has sufficient aesthetic and spiritual value to inspire art.			
Overview: Students visit a museum, nature center or other source of artifacts -- or they use reference books -- to find examples of how wildlife is presented in cultural art forms.			
Subject Area(s): Social Studies, Language Arts, Art			Grade Level(s): 3-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Middle Grades 5-8 2. Identify specific interests and questions and pursue them by identifying pertinent literature and media.	<u>Aquatic Extension</u> Search through magazines or books for pictures of aquatic wildlife in art.	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedure #3</u> Before the trip, discuss different kinds of art that people have created throughout human history – including cave drawings, pottery, baskets, costumes, paintings, sculpture, drawings, dances, photography, literature and music.	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Elementary Grades 3-4 2. Use the level of language formality required in a variety of speaking situations.	<u>Procedure #5</u> As a follow-up, discuss the students' observations with them. Identify which kinds of art seem to include the most images of wildlife. Compare how one animal – like a deer – might look in different art works. Talk about the varying ways artists portrayed wildlife, and some of the students' favorites. Talk about ways wildlife was portrayed during different historical periods. Talk about the relationships between people and wildlife during different periods. What are the clues? What if there were no wildlife?	

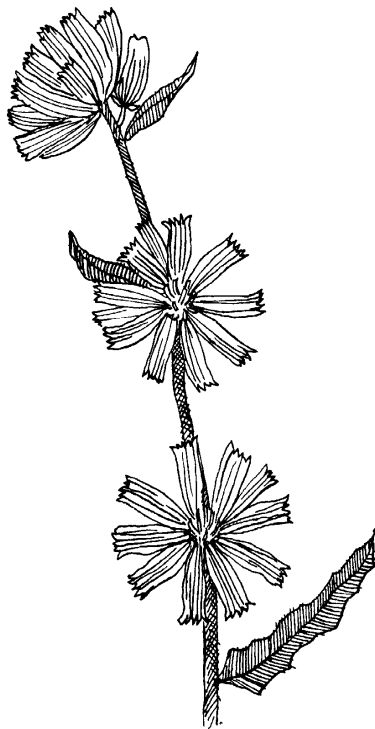
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Activity Title: WILD EDIBLE PLANTS			Activity Guide Page #: 90
Objective(s): Students will: 1) identify at least one native edible plant; and 2) describe the relationship between wild plants and contemporary cultivated plants; that is, that all cultivated plants originally developed from a wild source.			
Overview: Students create a local seasonal calendar identifying native edible plants and their uses.			
Subject Area(s): Social Studies, Science, Environmental Problems, Language Arts, Art, Home Economics			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Secondary Grades 1. Demonstrate an understanding of the relationship among perception, thought, and language.	<u>Extension #1</u> Prepare a Wild Edible Plants Book for your area – including hints as to where the plants usually may be found, necessary cautions in order to protect the available supply for future generations of people and animals, characteristics of the plants, information about what animals use them and for what purposes, and even recipes for people’s use of the plants as a food source.	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Secondary Grades 1. Scan a passage to determine whether a text contains relevant information.	<u>Extension #5</u> Study practices of traditional hunting and gathering societies. Contrast those practices with those of early farmers, with contemporary agribusiness. In each case, how was or is the continued availability of the food source provided.	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.		
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Middle Grades 5-8 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .	<u>Extension #1</u> Ask students, alone or in small groups, to make a poster-sized seasonal calendar depicting: Winter, Spring, Summer, Fall.	

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English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 5. Write for both public and private audiences.	<u>Extension #1</u>	
	Middle Grades 5-8 7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	<u>Extension #1</u>	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note taking and other appropriate strategies.	<u>Procedure #2</u> Ask the students to prepare a list of some of the local wild plant species that can be used for food purposes by people, according to the season in which the plant is available. Local resource people and/or materials will be essential in this process.	
	Middle Grades 5-8 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	<u>Extension #2</u> Identify traditional uses, e.g. by Native American Indian people in your area, of native plants and animals. Are plants and animals still available for historic uses? Why or why not.?	
	Middle Grades 5-8 8. Make limited but effective use of primary sources when researching topics.	<u>Procedure #2</u>	
	Secondary Grades 1. Develop an appropriate strategy for finding information on a particular topic.	<u>Procedure #2</u> <u>Procedure #4</u> Discuss the findings. Talk about the usefulness and importance of wild and edible plants, to both people and wildlife.	
	Secondary Grades 9. Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.	<u>Procedure #2</u>	
	Secondary Grades	<u>Extension #2</u>	

	<p>10. Analyze the validity and weigh the reliability of primary information sources and make appropriate use of such information for research purposes.</p>	<p><u>Extension #4</u> Cultural conflicts may take place today as people with different cultural traditions value plants and animals for different purposes. Investigate contemporary differences of opinion about appropriate uses of plants and animals, e.g., for food.</p> <p><u>Extension #5</u> Study practices of traditional hunting and gathering societies. Contrast those practices with those of early farmers, with present day family farmers, with contemporary agribusiness. In each case, how was or is the continued availability of the food source provided for?</p>	
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Activity Title: WILDLIFE BIBLIOGRAPHY			Activity Guide Page #: 94
Objective(s): Students will: 1) give examples of ways in which wildlife has influenced the development of human societies; and 2) describe wildlife as having important social and political value for people.			
Overview: Students research and construct annotated bibliographies.			
Subject Area(s): Social Studies, Language Arts			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Procedure #3</u> Ask each student to identify from three or six resources for the research topic, to briefly describe the contents of each resource, and to include one interesting quotation from each resource.	
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Middle Grades 5-8 2. Identify specific interests and questions and pursue them by identifying pertinent literature and media.	<u>Procedure #3</u>	
	Middle Grades 5-8 9. Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.	<u>Procedure #3</u>	
	Middle Grades 5-8	<u>Procedure #4</u>	

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	11. Read literature and view films which illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience.	Conclude with a class discussion of the students' findings. Ask the students to summarize key relationships between the development of human societies and wildlife, as well as to describe major social and political values to humans from wildlife resources. If possible, compile a master bibliography for each of the students to have, based on the total of their individual contributions.	
	Secondary Grades 8. Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.	<u>Procedure #3</u>	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Middle Grades 5-8 2. Identify useful information organizing strategies.	<u>Procedure #3</u>	
	Middle Grades 5-8 5. Produce and support generalizations acquired from informational text.	<u>Procedure #4</u>	
	Secondary Grades 1. Scan a passage to determine whether a text contains relevant information.	<u>Procedure #3</u>	
	Secondary Grades 3. Use discussions with peers as a way of understanding information.	<u>Procedure #4</u>	
	Secondary Grades 5. Analyze and synthesize the concepts and details in informational texts.	<u>Procedure #4</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects	Middle Grades 5-8 3. Write pieces and deliver oral	<u>Procedure #3</u> Ask each student to submit an annotated bibliography of	

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of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	presentations that use structures appropriate to audience and purpose.	resources.	
	Secondary Grades 7. Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.	<u>Procedure #3</u>	
	Secondary Grades 9. Write essays and deliver oral presentations that reliably support and provide details for the explicitly stated generalizations.	<u>Evaluation #2</u> Create an annotated bibliography of at least two sources that explore a problem related to wildlife, your state and a neighboring state.	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 3. Create bibliographies.	<u>Procedure #3</u> Ask each student to submit an annotated bibliography of resources.	
	Middle Grades 5-8 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	<u>Procedure #3</u>	
	Secondary Grades 1. Develop an appropriate strategy for finding information on a particular topic.	<u>Procedure #3</u>	
	Secondary Grades 7. Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes.	<u>Evaluation #2</u> Create an annotated bibliography of at least two sources that explore a problem related to wildlife, your state and a neighboring state.	

Activity Title: GRAPHANANIMAL		Activity Guide Page #: 100	
Objective(s): Students will: identify characteristic life forms in two different environments.			
Overview: Students create picture collections of animals in two different habitats, then "visit" the habitat by going on a "nature walk" in their classroom, where they tally the number of animals they see and then graph and compare the results.			
Subject Area(s): Science, Math, Language Arts		Grade Level(s): 2-6	
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Middle Grades 5-8 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .	<u>Procedure #3</u> List the animals in each pile to show the students what kinds of animals live in each place. Some animals will appear on both lists. Ask the students to copy the two lists. <u>Procedure #6</u> Show the students how to make a bar graph for each of the environment. Give the students graph paper and show them how they can fill in each square for the number of each animals they say or have them use a computer to compile and portray the data.	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 1. Ask and seek answers to questions.	<u>Procedure #7</u> Using the graphs, compare the two environments. Which animals were seen the most? Which animals were seen the least? How could some animals live in both places? Why can't all the animals live in both places?	

Activity Title: URBAN NATURE SEARCH			Activity Guide Page #: 102
Objective(s): Students will: generalize that each environment has characteristic life forms.			
Overview: Students go outside to observe an environment and use the questionnaire to assist in gathering data.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 4-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades 3-4 1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.	<u>Procedure #3</u> Design a questionnaire to be distributed to the students for use on the “search.” The questions and tasks should encourage increased student observation. (See book for examples.)	
	Elementary Grades 3-4 2. Adjust reading speed to suit purpose and difficulty of the material.	<u>Procedure #3</u>	
	Middle Grades 5-8 1. Formulate questions to be answered while reading.	<u>Procedure #3</u>	
	Middle Grades 5-8 2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	<u>Procedure #3</u>	
	Middle Grades 5-8 3. Identify specific devices an author uses to involve readers.	<u>Procedure #3</u>	
	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Procedure #3</u>	
	Middle Grades 5-8 9. Explain orally and defend opinions formed while reading and viewing.	<u>Procedure #3</u>	
	Middle Grades 5-8	<u>Procedure #3</u>	

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	10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.		
	Middle Grades 5-8 11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	<u>Procedure #3</u>	
	Secondary Grades 1. Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.	<u>Procedure #3</u>	
	Secondary Grades 2. Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.	<u>Procedure #3</u>	
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 1. Demonstrate awareness of the culture and geography pertinent to the texts they read.	<u>Procedure #5</u> What characteristic life forms did the students find that were most surprising? Involve the students in a discussion of their observations, their techniques and their conclusions. Encourage the generalization, warranted by the results of their investigations, that each environment has characteristic life forms.	
	Middle Grades 5-8 9. Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.	<u>Procedure #3</u>	

WILD Links/English Language Arts

English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades 3-4 2. Identify the social context of conversations and its effect on how language is used.	<u>Extension</u> Chart the characteristic life forms found on the search, according to the environments in which they were found. For each animal listed, identify how its basic needs are met. Describe any animal adaptations that seem well-suited to survival in the urban environment. Note any interdependencies between plants and animals. Discuss ways in which people have altered the natural environment and ways in which natural forces have shaped the human environment. <u>Procedure #5</u>	
	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedure #5</u>	
	Middle Grades 5-8 4. Use knowledge of the fundamental parts of speech when writing and speaking.	<u>Extension</u>	
	Middle Grades 5-8 1. Form conclusions regarding formal, informal, and other varieties of language use, based upon experience.	<u>Extension</u>	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades 3-4 1. Identify strengths and weaknesses in their own writing and seek effective help from others.	<u>Procedure #5</u>	
	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	<u>Procedure #5</u>	
	Secondary Grades 4. Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed.	<u>Procedure #5</u>	

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English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Elementary Grades 3-4 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .	<u>Procedure #5</u>	
	Middle Grades 5-8 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .	<u>Extension</u> Chart the characteristic life forms found on the search, according to the environments in which they were found. . .	
	Secondary Grades 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .	<u>Extension</u> Chart the characteristic life forms found on the search, according to the environments in which they were found. . .	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades 3-4 1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	<u>Procedure #4</u> On the field trip, each student should bring a copy of the questionnaire and a pencil and notebook or journal. Remind students not to disturb or destroy any plants or animals they may see. <u>Procedure #5</u>	
	Elementary Grades 3-4 4. Write pieces that show awareness of a variety of intended audiences and identifiable purposes.	<u>Procedure #4</u> <u>Procedure #5</u>	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 4. Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.	<u>Procedure #4</u> <u>Procedure #5</u>	

Activity Title: GOOD BUDDIES			Activity Guide Page #: 104
Objective(s): Students will: 1) define symbiosis, commensalism, mutualism and parasitism; 2) identify animals that live in each type of symbiotic relationship; and 3) explain that symbiotic relationships are examples of the intricate web of interdependence within which all plants and animals live.			
Overview: Students research pairs of animals, play a card game, and classify the pairs of animals according to three major forms of symbiotic relationship.			
Subject Area(s): Science, Language Arts			Grade Level(s): 4-7
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades 3-4 1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.	<u>Procedure #3</u> These pairs of buddies should then research to find out why they are buddies, answering the following questions: Why do we live together? What advantages and disadvantages do we provide one another? What would happen if one of us weren't here?	
	Elementary Grades 3-4 2. Adjust reading speed to suit purpose and difficulty of the material.	<u>Procedure #3</u>	
	Middle Grades 5-8 2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	<u>Procedure #3</u>	
	Middle Grades 5-8 4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	<u>Procedure #3</u>	
	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Procedure #3</u>	
	Middle Grades 5-8 9. Explain orally and defend opinions formed while reading and viewing.	<u>Procedure #3</u>	
English/Language Arts	Elementary Grades 3-4	<u>Procedure #6</u>	

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B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	Deal out all the cards. Play starts to the left of the dealer and rotates in a clockwise manner. Each player draws one card from the player to his or her left. After the player has drawn a card, that player may lay down all cards in his or her hand which form symbiotic pairs. When a player does not have any cards left in his or her hand, the game is over. The player with the largest number of pairs at the end of the game is the winner. One player is left holding the “no buddy” card at the end of the game. <u>Procedure #7</u> To culminate the activity, discuss the definitions given in the background information for commensalism, mutualism, and parasitism. Go through the list of symbiotic pairs and, as a group, decide to which classification each pair belongs. . .	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedure #4</u> Pairs of buddies then give short reports to the class, telling about their relationship. <u>Procedure #6</u> <u>Procedure #7</u>	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Elementary Grades 3-4 3. Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).	<u>Procedure #3</u>	
	Elementary Grades 3-4 4. Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).	<u>Procedure #3</u>	
	Elementary Grades 3-4 5. Recognize when a text is primarily intended to instruct or to persuade.	<u>Procedure #3</u>	
	Elementary Grades 3-4 6. Understand common technical terms used in instructional and informational texts.	<u>Procedure #3</u>	
English/Language Arts E. Processes of Writing and	Middle Grades 5-8 3. Ask questions and apply personal	<u>Procedure #7</u>	

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Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	interpretations in class discussion following speeches and oral presentations.		
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Elementary Grades 3-4 2. Use the level of language formality required in a variety of speaking situations.	<u>Procedure #4</u> <u>Procedure #7</u>	
	Middle Grades 5-8 2. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.	<u>Procedure #4</u> <u>Procedure #7</u> <u>Evaluation #4</u> Explain how cooperation and competition both exist in nature.	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 10. Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).	<u>Procedure #4</u>	

Activity Title: THE THICKET GAME			Activity Guide Page #: 112
Objective(s): Students will: 1) define adaptations in animals; and 2) generalize that all animals are adapted to survive.			
Overview: Students become "predator" and "prey" in a version of "hide and seek."			
Subject Area(s): Science, Physical Education, Language Arts			Grade Level(s): K-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Procedure #7</u> Discuss what made predators and prey successful. Were they quiet, clever, camouflaged, or good listeners? Ask students to identify animals that are adapted with similar characteristics <u>Procedure #8</u> Ask the students how they could change to be more successful predators and prey. Some ideas that may come out are: changing color (clothes); wearing clothing that doesn't stick to plants; being smaller; climbing a tree. Ask the students if animals can make any similar kinds of changes. <u>Procedure #9</u> Talk about differences between physical and behavioral changes. Have the students identify which survival and adaptations related to predators and prey are behavioral, which are physical and which involve both. Explain that physical and behavioral adaptations take time.	
	Middle Grades 5-8 12. Identify the universality of themes and examine the connections among various expressive forms (e.g., films, fiction, drama) by drawing on their broad base of prior knowledge.	<u>Evaluation #2</u> Create a play or skit that shows how both predators and prey are adapted to survive.	
English/Language Arts	Elementary Grades 3-4	<u>Procedures #8 and #9</u>	

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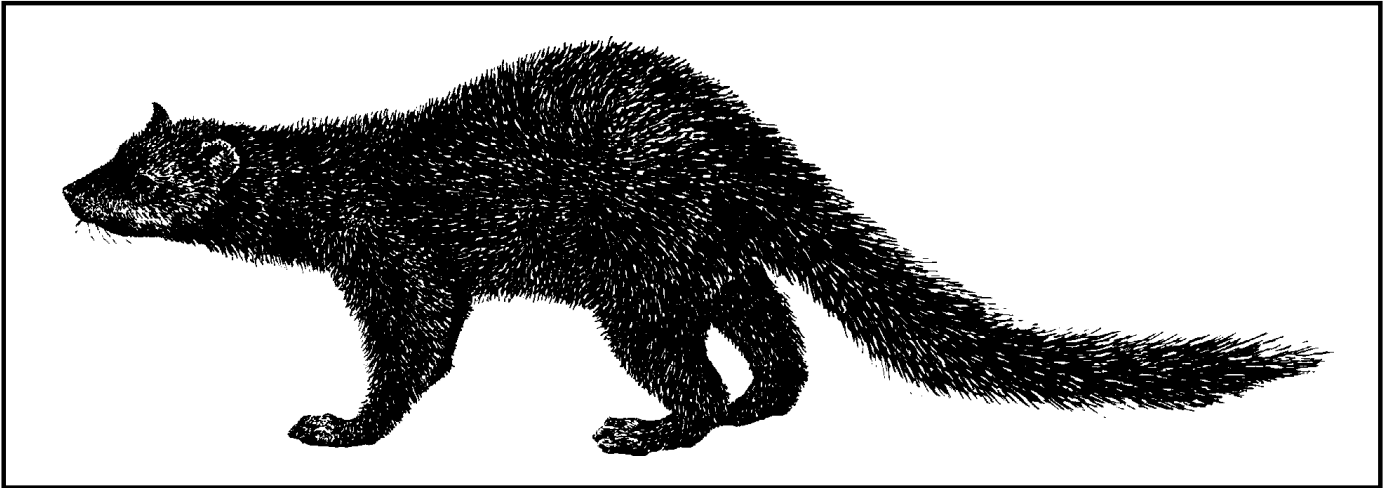
C. Language and Images Students will demonstrate an understanding of how words and images communicate.	3. Identify the use of nonverbal cues in conversations.	<u>Procedure #10</u> Ask students to summarize what they have learned. See if students can think of other examples of animal adaptations. Generalize that all animals are adapted to survive.	
	Middle Grades 5-8 4. Use knowledge of the fundamental parts of speech when writing and speaking.	<u>Procedures #7, #8 and #9</u> <u>Procedure #10</u> <u>Evaluations #1 and #2</u> Describe the importance of adaptation to animals. Give at least two examples of animal adaptation. Create a play or skit that shows how both predators and prey are adapted to survive.	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades Pre-K-2 1. Tell about experiences and discoveries, both orally and in writing.	<u>Procedures #7, #8 and #9</u> <u>Procedure #10</u> <u>Evaluations #1 and #2</u>	
	Elementary Grades 3-4 2. Improve their finished product by revising content from draft to final piece.	<u>Procedures #7, #8 and #9</u> <u>Procedure #10</u> <u>Evaluations #1 and #2</u>	
	Elementary Grades 3-4 3. Use planning, drafting, and revising to produce, on-demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	<u>Procedures #7, #8 and #9</u> <u>Procedure #10</u> <u>Evaluations #1 and #2</u>	
	Elementary Grades 3-4 4. Report orally and summarize personal discoveries they have made as a result of reading and viewing.	<u>Procedures #8 and #9</u> <u>Procedure #10</u>	
	Middle Grades 5-8 1. Identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of their finished pieces.	<u>Evaluation #2</u>	
	Middle Grades 5-8 3. Ask questions and apply personal	<u>Procedure #10</u> <u>Evaluations #1 and #2</u>	

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	interpretations in class discussion following speeches and oral presentations.		
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Elementary Grades Pre-K-2 1. Edit their own written work for standard English spelling and usage, as evidenced by pieces that show and contain. . .	<u>Evaluation #2</u>	
	Elementary Grades Pre-K-2 2. Use oral language appropriate to the level of formality required.	<u>Procedures #8 and #9</u> <u>Procedure #10</u> <u>Evaluation #1</u> Describe the importance of adaptation to animals. Give at least two examples of animal adaptation.	
	Elementary Grades 3-4 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .	<u>Evaluation #2</u> Create a play or skit that shows how both predators and prey are adapted to survive.	
	Elementary Grades 3-4 2. Use the level of language formality required in a variety of speaking situations.	<u>Evaluation #2</u>	
	Middle Grades 5-8 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain: . . .	<u>Evaluation #2</u> <u>Procedures #7, #8 and #9</u> <u>Procedure #10</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades 3-4 4. Write pieces that show awareness of a variety of intended audiences and identifiable purposes.	<u>Evaluation #2</u>	
	Elementary Grades 3-4 7. Use a variety of media and technological resources to make	<u>Evaluation #2</u>	

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	creative and expository oral presentations.		
	Middle Grades 5-8 7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	<u>Evaluation #2</u>	
	Middle Grades 5-8 9. Write pieces that use a variety of transitional devices (i.e. phrases, sentences, paragraphs).	<u>Evaluation #2</u>	



Activity Title: ADAPTATION ARTISTRY			Activity Guide Page #: 114
Objective(s): Students will: 1) identify and describe the advantages of bird adaptations; and 2) evaluate the importance of adaptations to birds.			
Overview: Students design and create imaginary birds, and write reports including descriptions of the birds' adaptations.			
Subject Area(s): Science, Art, Language Arts			Grade Level(s): 4-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Procedure #1</u> Discuss with the students the various adaptations given in the background section of this activity, listing the charts on a chalkboard for reference by the students. Or, brainstorm a list of bird characteristics, name the birds with such characteristics, and describe the advantage of the adaptations represented by the characteristic.	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedure #1</u>	
	Middle Grades 5-8 1. Form conclusions regarding formal, informal, and other varieties of language use, based upon experience.	<u>Procedure #1</u> <u>Procedure #2</u> Tell the students they will each have a chance to design their own original bird – one well adapted to its habitat. <u>Procedure #5</u> In conjunction with each drawing or sculpture, each student should write a short report which includes the name of the bird and its food sources, habitat and lifestyle. Students should also include their lists of adaptations, the reasons for the adaptations, and the advantages provided by the adaptations.	
	Middle Grades 5-8 2. Understand factors that commonly affect language change and use.	<u>Procedure #5</u>	
	Middle Grades 5-8	<u>Procedure #5</u>	

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	3. Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style).		
	Middle Grades 5-8 4. Use knowledge of the fundamental parts of speech when writing and speaking.	<u>Procedure #1</u> <u>Procedure #5</u> <u>Procedure #6</u> Completed projects may either be submitted to the teacher, presented to the class, or displayed in the classroom.	
	Secondary Grades 1. Demonstrate an understanding of the relationship among perception, thought, and language.	<u>Procedure #5</u> <u>Extension #2</u> Prepare a slide presentation on an overhead projector showing different types of bird adaptations. <u>Extension #4</u> Collect pictures of birds to develop a bulletin board showing some of the adaptations discussed. Look for pictures showing bird parts compatible with the “invented” birds. Display the invented birds. Use the bulletin board during parent conferences.	
	Secondary Grades 6. Use dictionaries, handbooks, and other language-related resources to evaluate the accuracy of their use of English.	<u>Procedure #5</u> <u>Extensions #2 and #4</u>	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Secondary Grades 3. Use discussions with peers as a way of understanding information.	<u>Procedure #1</u> <u>Procedure #5</u> <u>Procedure #6</u> Completed projects may either be submitted to the teacher, presented to the class, or displayed in the classroom.	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades 3-4 1. Identify strengths and weaknesses in their own writing and seek effective help from others.	<u>Procedure #5</u>	
	Elementary Grades 3-4 2. Improve their finished product by	<u>Procedure #5</u>	

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	revising content from draft to final piece.	<u>Extensions #2 and #4</u>	
	Elementary Grades 3-4 4. Report orally and summarize personal discoveries they have made as a result of reading and viewing.	<u>Procedure #6</u> <u>Extensions #2 and #4</u>	
	Elementary Grades 3-4 6. Summarize central concepts from oral presentations.	<u>Evaluation</u> Name two bird adaptations for each of the following body parts, listing their advantages: beaks, feet, legs, wings, color.	
	Middle Grades 5-8 2. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	<u>Procedure #6</u> <u>Procedure #5</u>	
	Secondary Grades 2. Reflect on, evaluate, revise, and edit a sequence of drafts to improve and polish finished work.	<u>Procedure #6</u> <u>Procedure #5</u>	
	Secondary Grades 3. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	<u>Procedure #6</u> <u>Procedure #5</u> <u>Extension #2</u> Prepare a slide presentation on an overhead projector showing different types of bird adaptations. <u>Extension #3</u> The teacher could give the students examples of bird adaptations on the overhead projector or a ditto sheet and the student could explain the reasons for these adaptations.	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Elementary Grades 3-4 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .	<u>Procedure #5</u>	
	Elementary Grades 3-4 2. Use the level of language formality required in a variety of speaking	<u>Procedure #1</u>	

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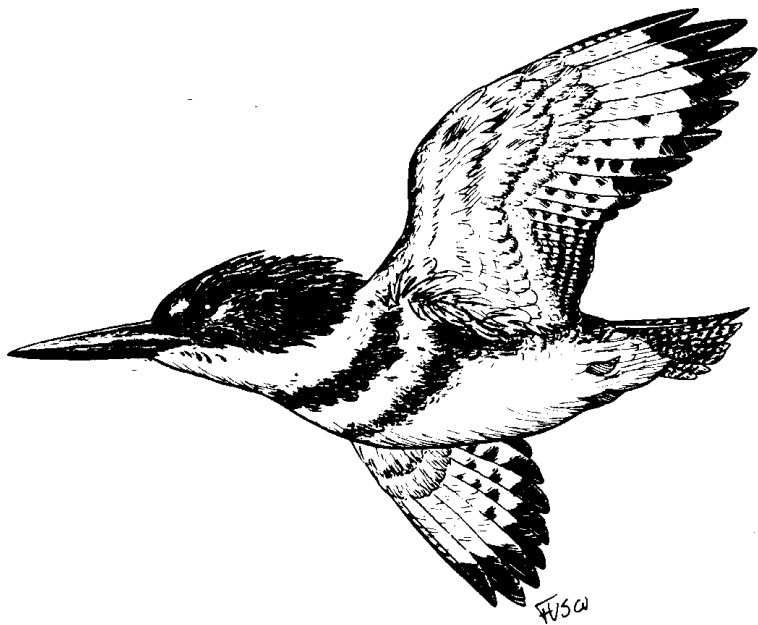
	situations.		
	Middle Grades 5-8 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain. . .	<u>Procedure #5</u>	
	Middle Grades 5-8 2. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.	<u>Procedure #6</u>	
	Secondary Grades 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain. . .	<u>Procedure #5</u> <u>Procedure #6</u>	
	Secondary Grades 2. Demonstrate how language usage may depend on the situation.	<u>Procedure #1</u>	
	Secondary Grades 3. Demonstrate command of the conventions involved in a formal speech, effectively engaging peers during presentation and fielding responses afterwards.	<u>Procedure #5</u> <u>Procedure #6</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades 3-4 1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	<u>Procedure #5</u>	
	Elementary Grades 3-4 4. Write pieces that show awareness of a variety of intended audiences and identifiable purposes.	<u>Procedure #5</u>	

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	Elementary Grades 3-4 7. Use a variety of media and technological resources to make creative and expository oral presentations.	<u>Procedure #5</u>	
	Secondary Grades 10. Make effective use of a variety of techniques to provide supporting detail (e.g., analogies, anecdotes, illustrations, detailed descriptions, restatements, paraphrases, examples, comparisons) in written work and oral presentations.	<u>Procedure #5</u>	
	Secondary Grades 11. Make effective use of a variety of techniques for introducing and representing ideas and insights in written work and oral presentations.	<u>Procedure #5</u>	
	Middle Grades 5-8 3. Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.	<u>Procedure #1</u> <u>Procedure #5</u> <u>Procedure #6</u>	
	Middle Grades 5-8 4. Write essays and deliver oral presentations which identify a clear topic and reliably support that topic.	<u>Procedure #5</u>	
	Middle Grades 5-8 6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	<u>Procedure #6</u>	
	Middle Grades 5-8 7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	<u>Procedure #5</u> <u>Procedure #6</u>	
	Middle Grades 5-8 8. Write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose.	<u>Procedure #5</u> <u>Procedure #6</u>	

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	Middle Grades 5-8 9. Write pieces that use a variety of transitional devices (i.e. phrases, sentences, paragraphs).	<u>Procedure #5</u> <u>Procedure #6</u>	
	Middle Grades 5-8 10. Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).	<u>Procedure #6</u>	



Activity Title: SEEING IS BELIEVING, or THE EYES HAVE IT!

Activity Guide Page #: 116

Objective(s): Students will: identify different kinds of vision as an example of adaptation in animals.

Overview: Students use kaleidoscopes, binoculars, or telescopes, and fish-eye mirrors; imagine what animals might have such vision; and make posters showing animals that do have such vision.

Subject Area(s): Science, Language Arts, Art

Grade Level(s): K-6

Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades Pre-K-2 1. Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.	<u>Extension #1</u> Write a paragraph with the title, "I'd like to see like a.....," in which you could describe how you would see things and why you would like to be able to see that way. Describe what that animal's view of the world would be like.	
	Elementary Grades 3-4 1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	<u>Extension</u>	
	Middle Grades 5-8 7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	<u>Extension</u>	

Activity Title: SURPRISE TERRARIUM			Activity Guide Page #: 118
Objective(s): Students will: 1) identify camouflage as an example of an adaptation in an animal; and 2) describe the importance of adaptation to animals.			
Overview: Students observe a live animal that uses camouflage techniques.			
Subject Area(s): Science, Language Arts			Grade Level(s): K-3
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades Pre-K-2 2. Demonstrate an understanding that reading is a way to gain information about the world.	<u>Procedure #3</u> Show photos or bring in magazines and ask the students to look for pictures of animals that look so much like where they live they are hard to see.	
	Elementary Grades Pre-K-2 7. Ask questions and give other responses after listening to presentations by the teacher or classmates.	<u>Procedure #5</u> Ask the students to summarize some of the things they have learned about “adaptation” and its importance to animals.	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades 3-4 6. Summarize central concepts from oral presentations.	<u>Procedure #5</u>	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 1. Ask and seek answers to questions.	<u>Procedure #3</u> Ask the students to think of animals that blend with their environment. Talk about their ideas. Show photos or bring in magazines and ask the students to look for pictures of animals that look so much like where they live they are hard to see. Are the animals camouflaged? Camouflage is one way animals are adapted in order to survive.	

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Activity Title: POLAR BEARS IN PHOENIX?			Activity Guide Page #: 120
Objective(s): Students will: identify problems for animals moved from its natural environment to captivity.			
Overview: Students design and draw a zoo enclosure for the survival of a polar bear in a hot, arid climate.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 2-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades Pre-K-2 7. Ask questions and give other responses after listening to presentations by the teacher or classmates.	<u>Procedure #1</u> Introduce polar bears to the students with a brief description of their habitat and habits. Try to include some pictures of both young and mature animals. <u>Procedure #2</u> Identify and describe the bear's habitat needs.	
	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Procedure #1</u> <u>Procedure #2</u> Identify and describe the bear's habitat needs.	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	<u>Procedure #1</u> <u>Procedure #2</u> Identify and describe the bear's habitat needs. What can be done to meet those needs in Phoenix?	

Activity Title: CLASSROOM CARRYING CAPACITY			Activity Guide Page #: 126
Objective(s): Students will: 1) define carrying capacity; and 2) give examples of factors that can influence the carrying capacity of an area.			
Overview: Students sit unusually close to one another and describe the results.			
Subject Area(s): Science, Social Studies, Language Arts			Grade Level(s): K-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Elementary Grades Pre-K-2 1. Understand the main idea of simple expository information.	<u>Procedure #3</u> Ask the students to define carrying capacity, and say why it is important.	
	Elementary Grades 3-4 4. Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).	<u>Procedure #4</u> Ask your students to summarize what they have learned by listing, "Some Important Things to Remember About Carrying Capacity." Ask them to share their lists.	
	Middle Grades 5-8 6. Describe new knowledge presented in informational texts and how it can be used.	<u>Procedure #4</u> <u>Evaluation #2</u> Choose a wildlife species in your area. Create a plan for a farm, city park or school grounds that will increase the area's carrying capacity for the wildlife species you choose. Describe some of the possible effects on other wild species and the habitat as a result of your plan. Describe some possible effects on people.	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades 3-4 6. Summarize central concepts from oral presentations.	<u>Procedure #4</u>	

Activity Title: VISUAL VOCABULARY			Activity Guide Page #: 138
Objective(s): Students will: interpret and identify ecological concepts.			
Overview: Students review vocabulary through the use of pantomime.			
Subject Area(s): Science, Language Arts, Drama			Grade Level(s): 4-7
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades 3-4 1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.	<u>Procedure #3</u> Each group draws one word from the container, looks up the definition using the handout.	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	<u>Evaluation #2</u> Using magazines as a source of photos find images that portray the wildlife related concepts you studied in this activity. Explain your choices.	
	Middle Grades 5-8 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	<u>Evaluation #2</u>	

Activity Title: WHICH NICHE?			Activity Guide Page #: 158
Objective(s): Students will: 1) define ecological niche; and 2) give at least one example of an animal in its ecological niche.			
Overview: Students compare ecological niches with careers in their community.			
Subject Area(s): Social Studies, Career Education, Science, Language Arts, Vocational Agriculture			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 4. Write essays and deliver oral presentations which identify a clear topic and reliably support that topic.	<u>Procedure #4</u> Optional: As individual projects or in teams, students should select one animal, research the “niche” it fills, and answer the same questions used for human jobs. As a culmination, each team can make a visual and /or verbal presentation about its animal and its niche.	<ul style="list-style-type: none">must do this ‘optional’ with whole class to meet the standard
	Middle Grades 5-8 6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	<u>Extension #3</u> Develop commercials or ads for “recruiting” individuals into given ecological niches, using special contributions, advantages, etc., as points to highlight.	



Activity Title: WHO FITS HERE?

Activity Guide Page #: 160

Objective(s): Students will: 1) identify characteristic life forms in ecosystems; 2) match appropriate life forms to ecosystems; and 3) generalize that each ecosystem has characteristic life forms, adapted to live there.

Overview: Students play an identification game using posters and cards.

Subject Area(s): Science, Language Arts

Grade Level(s): 7-9

Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 2. Separate information collected for research topics into major components based on relevant criteria.	<u>Procedure #2</u> Have each group research their ecosystem, learning its characteristic life forms including adaptations of the animals that enable them to survive in that environment. <u>Procedure #3</u> Make a poster showing the characteristic vegetation, terrain, etc., in the ecosystem they are studying. Poster of each ecosystem can be made with crayons and paints or magazine cut-outs.	<ul style="list-style-type: none"> for all students to learn/demonstrate, the teacher should require all students to record their research findings in journals.

Activity Title: WILDWORK			Activity Guide Page #: 168
Objective: Students will: be able to name and describe three wildlife occupations.			
Overview: Students brainstorm a list of wildlife-related careers, prepare presentations and dramatize occupations for their classmates.			
Subject Area(s): Career Education, Language Arts, Social Studies, Science			Grade Level(s): PreK-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	<u>Procedure# 4</u> Have each group report to the rest of the students. This reporting can take a variety of forms from skits about each job to a Wildlife Careers Resource Fair. The Resource Fair could have booths for each job, complete with visual aids; background information; and local contacts for additional information. . .	

Activity Title: HERE TODAY GONE TOMORROW

Activity Guide Page #: 171

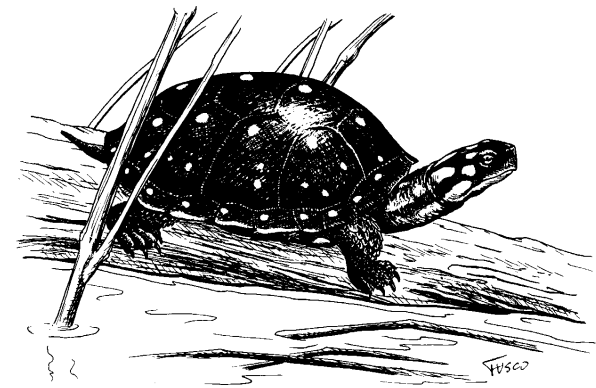
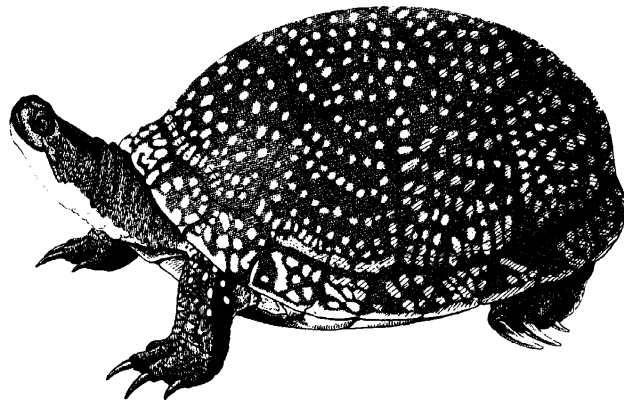
Objective: Students will: be able to 1) Identify and describe some causes for extinction of animal species; 2) Define "threatened", "rare", and "endangered" as applied to wildlife; 3) Name threatened and endangered animals living in their area.

Overview: Students become familiar with classification of animals, conduct research, and make a master list of threatened and endangered animals locally and/or nationally, including factors affecting the animals' condition.

Subject Area(s): Science, Language Arts, Social Studies

Grade Level(s): 5-12

Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note-taking and other appropriate strategies.	<u>Procedure #1</u> Contact your state or province wildlife agency. Ask for a list of animals in your state or province which are classified endangered, critically endangered, threatened, rare, extinct, and peripheral. Ask, too, for information regarding the reasons for these classifications.	
	Middle Grades 5-8 2. Separate information collected for research topics into major components based on relevant criteria.	<u>Procedure #3</u> Ask one or more students to take the information accumulated from the wildlife agencies and private conservation groups and come up with a master list of the animals according to the category in which they can be classified, the classification both locally and nationally, and the principal factors affecting the animals.	<ul style="list-style-type: none"> all students should be required to do the classification



WILD Links/English Language Arts

Activity Title: WHO LIVES HERE			Activity Guide Page #: 174
Objective: Students will: 1) identify some native and non-native animal inhabitants of their area and of the United States; and 2) give some examples of effects of introducing animal species to an area where they were not originally found.			
Overview: Students research and write reports about native and introduced animal species and conduct a class "quiz" and discussion.			
Subject Area(s): Language Arts, Science, Social Studies			Grade Level(s): 4-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	<u>Procedure #3</u> Ask students to write a short research paper on their animals. Then have students who did the research comment on that animal.	

Activity Title: PLANTING ANIMALS			Activity Guide Page #: 176
Objective: Students will: 1) describe reasons for "transplanting" animals; and 2) identify one animal that has been transplanted in their own state or province.			
Overview: Students write a letter to state or provincial wildlife agency for information and make dioramas of transplanted animals in new habitats.			
Subject Area(s): Language Arts, Science, Art			Grade Level(s): 4-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 1. Ask and seek answers to questions.	<u>Procedure #2</u> Help the class to write a letter to the state or provincial wildlife agency as well as to other informed organizations or individuals, inquiring about newly introduced or re-introduced wildlife species in your region or local area.	<ul style="list-style-type: none"> To provide opportunities for all to learn/demonstrate, students should write individual letters

Activity Title: THE HUNTER			Activity Guide Page #: 190
Objective: Students will: be able to: 1) describe their feelings about hunting; 2) compare their attitudes to those of other people; and 3) make personal judgements about the appropriateness of hunting.			
Overview: Students read and discuss a story.			
Subject Area(s): Social Studies, Language Arts, Science, Math			Grade Level(s): 5-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Procedure #3</u> After having read the story, each student write their own ending to it.	
	Middle Grades 5-8 9. Explain orally and defend opinions formed while reading and viewing.	<u>Procedure #1</u> Ask each student to think about his or her personal feelings about hunting animals. <u>Procedure #4</u> Ask students to discuss the story and their endings to it. In your judgement, what, if any, are appropriate reasons for hunting to be allowed?	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note taking and other appropriate strategies.	<u>Extension #2</u> Check with your state wildlife agency to find out what kinds of hunting, if any, are allowed in your area – as well as when, why, by what methods, with what equipment, at what age and under what regulations. Also find out what kind of hunter preparation or education is required, if any, for people who want to be allowed to hunt. <u>Extension #3</u> Check with a diverse and representative range of interested groups.	
English/Language Arts	Middle Grades 5-8	<u>Evaluation</u>	

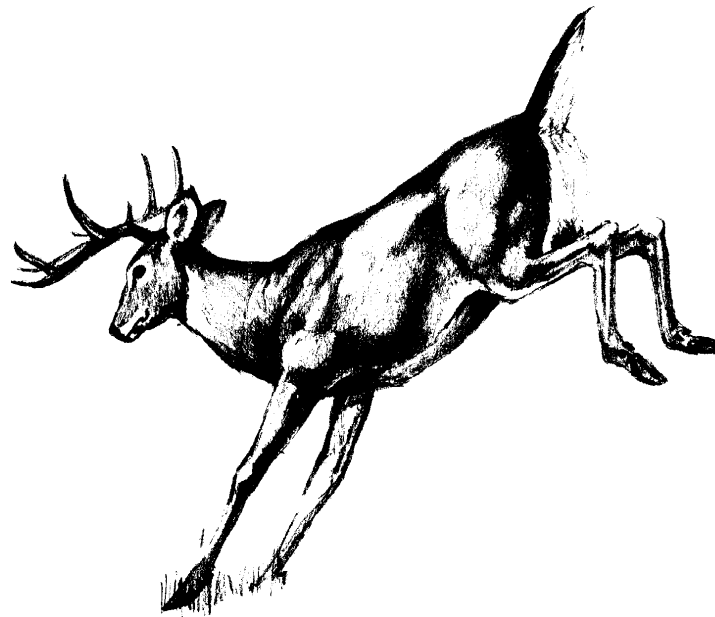
WILD Links/English Language Arts

<p>G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</p>	<p>7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.</p>	<p>Write an essay describing reasons for and against hunting. Include your personal feelings and recommendations about the appropriateness of hunting.</p>	
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Activity Title: BIRD SONG SURVEY			Activity Guide Page #: 200
Objective: Students will: be able to identify and describe the importance of bird counting as one means of inventorying wildlife populations.			
Overview: Students investigate an area and use bird-counting techniques.			
Subject Area(s): Mathematics, Science, (Biology, Zoology), Language Arts			Grade Level(s): 9-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note-taking and other appropriate strategies.	<u>Procedure #7</u> Once back in class, have the students compile the results of there observations. Map the site and mark the locations of bird sightings, e.g. using colored dots for birds with an explanatory key. Encourage the students to discuss their observations as well as the feelings they experienced in the process of watching the birds. . . <u>Procedure #8</u> As an option – a small group of students might volunteer to compile all the findings in a written format, including magazine photos or sketches for the birds, etc. This booklet could serve as the beginning of a year-to-year record of the inventory of birds in that location at that time of year. . .	

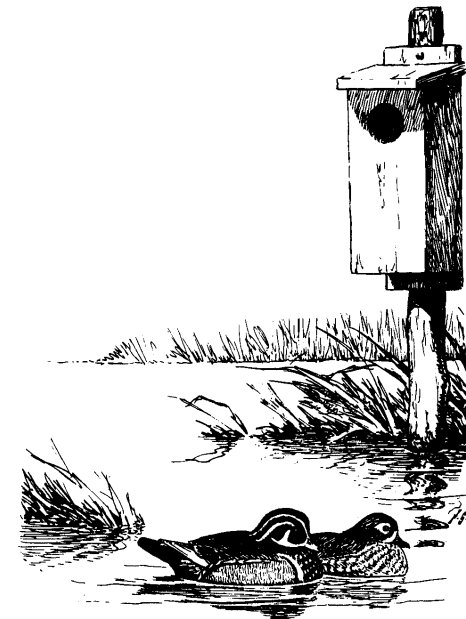
Activity Title: DEER CROSSING			Activity Guide Page #: 202
Objective: Students will: be able to: 1) identify various factors involved in a wildlife management issue; and 2) evaluate alternatives in a complex issue involving wildlife.			
Overview: Students are given background information and asked to make recommendations.			
Subject Area(s): Social Studies, (Government, History, Civics), Language Arts, Environmental Problems, Science			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Secondary Grades 2. Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.	<u>Procedure #1</u> Provide students with the following background information, based on an actual situation in the state of Idaho. Ask the students, working in their groups, to read the information, discuss and calculate options they think are available to resolve the situation in the best possible manner, and be prepared to offer and explain their recommendation.	<ul style="list-style-type: none">activity must be done individually, not a group as written



Activity Title: RIPARIAN ZONE		Activity Guide Page #: 206	
Objective: Students will: be able to: 1) identify and describe factors involved in land use planning; and 2) evaluate possible consequences for wildlife and other elements of the environment, including people, where land-use planning does not take place.			
Overview: Students simulate a Board of Commissioner’s meeting.			
Subject Area(s): Social Studies, Environmental Problems, Language Arts, Science		Grade Level(s): 7-12	
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 5. Write for both public and private audiences.	<u>Procedure #4</u> Provide the groups with time to research and prepare a presentation for the “commission hearing” in which they would convey their point of view on the topic.	
	Secondary Grades 5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).	<u>Procedure #4</u>	
	Secondary Grades 7. Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.	<u>Procedure #7</u> When the groups are ready, ask the “Board of Commissioners” to convene the commission hearing. An impartial individual may be chosen to maintain order and keep time. Each group should, as called upon, present its position on the topic to the commissioners, making use of their visual aids, and speaking no more than five minutes. The commissioners may ask questions of the presenters.	

Activity Title: WHO PAYS FOR WHAT?			Activity Guide Page #: 212
Objective: Students will: be able to: 1) identify major sources of income historically used in support of wildlife and its habitat in the United States; 2) identify major present sources of funding; 3) describe any trends in funding; and 4) describe problems related to funding, if any.			
Overview: Students identify principal sources of wildlife-related funds; correspond with agencies and organizations to investigate sources, amounts, uses, trends and problems concerning such funding; and summarize their findings.			
Subject Area(s): Social Studies, Science, Language Arts			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note-taking and other appropriate strategies.	<u>Procedure #2</u> Ask each student or small groups of students to compose a letter to one of the groups. A set of letters should result to be mailed to what you believe represents the spectrum of major sources of income used in support of wildlife programs. Review each letter for accuracy of spelling, grammar and information requested.	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Middle Grades 5-8 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain. . .	<u>Procedure #2</u> Review each letter for accuracy of spelling, grammar and information requested.	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Secondary Grades 11. Evaluate information for accuracy, currency, and possible bias.	<u>Procedure #3</u> When the responses arrive, ask the students to compile, analyze, evaluate and summarize their findings into a report.	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Secondary Grades 5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).	<u>Procedure #3</u>	

Activity Title: HISTORY OF WILDLIFE MANAGEMENT			Activity Guide Page #: 216
Objective: Students will: be able to: 1) define wildlife management; and 2) describe major trends in wildlife management philosophies and practices.			
Overview: Students generate questions and contact agencies and organizations involved in wildlife management for information.			
Subject Area(s): Social Studies, Language Arts, Career Education, Vocational Agriculture, Science, Environmental Problems			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 3. Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.	<u>Procedure #2</u> Once the major questions of interest have been identified, ask the students to send a letter to the agency asking for information in response to their questions. Before the letter is mailed, be sure to review it for clarity and appropriateness. One concise letter to the Director's office, with all the questions included is recommended. . .	



WILD Links/English Language Arts

Activity Title: AND THE WOLF WORE SHOES			Activity Guide Page #: 226
Objective(s): Students will: 1) distinguish between animals based on "real life" and those based on "make believe;" and 2) give examples of real and make-believe animals and their characteristics.			
Overview: Students divide books into those about "real" and those about "make-believe" animals and then distinguish between real and fictitious animal characteristics.			
Subject Area(s): Language Arts, Reading, Science			Grade Level(s): 2-5
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades Pre-K-2 4. Distinguish between fiction and nonfiction.	<u>Procedure #2</u> Let the students look through the books in their stack and try to divide them into books about real animals, or animals that act in real ways; and books that are about imaginary or make-believe animals, or even real animals that act in make-believe ways. If necessary, help the students to make their distinctions. <u>Procedure #6</u> Using a chart like the one on page 226, ask the students for examples from the books in their stack to fill in the blanks in the chart.	<ul style="list-style-type: none"> Make sure every student completes the chart

Activity Title: SATURDAY MORNING WILDLIFE WATCHING			Activity Guide Page #: 228
Objective(s): Students will: 1) discriminate between realistic and unrealistic portrayals of wildlife and other animals in cartoons; 2) identify possible influences on people from watching cartoons; and 3) make judgements about appropriate and inappropriate behaviors they think can result from cartoon watching.			
Overview: Students watch, report, discuss and evaluate cartoons on television or in comics.			
Subject Area(s): Language Arts, Social Studies, Science			Grade Level(s): K-6
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades Pre-K-2 4. Distinguish between fiction and nonfiction.	<u>Extension #1</u> Watch a cartoon at school – like Donald Duck, Bugs Bunny, Scooby Doo, Sylvester the cat, or Mickey Mouse. Bring in a tame real-life counter part for the students to see, observe, and handle if possible, without harming the animal or the children. Discuss the similarities and differences between the make-believe” and “real” animal.	

Activity Title: CARTOONS AND BUMPER STICKERS			Activity Guide Page #: 230
Objective(s): Students will: 1) identify cartoons and bumper stickers that are designed to make a statement about some issue affecting natural resources and the environment; and 2) describe the influence of humor as a means of conveying information about such issues.			
Overview: Students find, analyze and discuss cartoons and/or bumper stickers.			
Subject Area(s): Language Arts (Communication, Composition), Social Studies			Grade Level(s): 6-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Middle Grades 5-8 5. Demonstrate an understanding of the concept of propaganda.	<u>Extension #3</u> Include analysis of propaganda; e.g., band wagon in order to demonstrate components of persuasion.	
	Secondary Grades 8. Identify propaganda techniques used by writers and speakers.	<u>Procedure #2</u> Given time for everyone to examine them (bumper stickers) questions such as these could be addressed: What purpose does the cartoonist or author seem to have in mind? What kind of emotions seem to be elicited? Designed to mislead? Distort? Perpetuate negative stereotypes? If yes, in what ways?	



<i>Activity Title:</i> DOES WILDLIFE SELL CIGARETTES?			<i>Activity Guide Page #:</i> 232
Objective(s): Students will: 1) identify use of wildlife and other natural images in advertising; 2) critically analyze and evaluate the purposes and impacts of using such images in advertising; and 3) recommend appropriate uses of such nature-derived images in advertising.			
Overview: Students evaluate and categorize advertisements.			
Subject Area(s): Language Arts, (Communication, Media, Semantics), Social Studies, Business Education			Grade Level(s): 6-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Middle Grades 5-8 6. Identify accurately both the author's purpose and the author's point of view.	<u>Procedure #2</u> Working in small groups of two or four, ask the students to examine their advertisements according to questions such as the following, "What is the advertisement's purpose?"	



WILD Links/English Language Arts

Activity Title: THE POWER OF A SONG			Activity Guide Page #: 234
Objective(s): Students will: 1) analyze popular music for environmental messages; and 2) interpret some influences of popular music and other art forms on people's environmental attitudes.			
Overview: Students listen to songs and analyze lyrics.			
Subject Area(s): Language Arts, Music, Social Studies			Grade Level(s): 6-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Secondary Grades 11. Examine, evaluate, and elaborate on universal themes in literature, using reading and viewing to explain how themes are developed and achieved.	<u>Aquatic Extension #2</u> Aquatic themes are abundant in traditional songs as well as some contemporary songs. Sea chanties, “Oh Shenandoah,” and John Denver’s song, “Calypso”, are examples. Listen to a variety of songs with aquatic themes. Analyze their lyrics. . . <u>Procedure #3</u> Identify the particular issues being written about in these songs. If necessary, find out more about the issues in order to attempt to better understand the perspective of the artist as conveyed in the lyrics.	

Activity Title: CHANGING ATTITUDES			Activity Guide Page #: 240
Objective(s): Students will: 1) give an example of a change in attitudes related to a wild animal and/or the environment; and 2) describe factors which may influence change in attitude.			
Overview: Students design and conduct community interviews, compiling and summarizing findings.			
Subject Area(s): Social Studies, Language Arts			Grade Level(s): 5-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 1. Ask and seek answers to questions.	<u>Procedure #2</u> Ask the students, working in groups of two or four, to generate a list of questions relating to wildlife and the environment that they might ask of adults in their community.	
	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note-taking and other appropriate strategies.	<u>Procedure #4</u> Ask the students, working alone or in groups, to interview at least one long-living person in their community. The students should be prepared to take notes or tape the interview. <u>Procedure #5</u> Next, ask the students to “interview” each other or themselves. <u>Procedure #6</u> Compile the results of the interviews. . .	

Activity Title: PHILOSOPHICAL DIFFERENCES			Activity Guide Page #: 242
Objective(s): Students will: 1) identify points of view of groups and organizations concerning wildlife, natural resources and environmental issues; and 2) describe possible effects of various groups and organizations having different points of view about wildlife, natural resources and environmental issues.			
Overview: Students select a wildlife or other environment-related issue of concern to members of their community and correspond with representatives of a range of interest groups about their philosophical positions concerning the issue.			
Subject Area(s): Language Arts, Social Studies, Environmental Problems, Journalism, Communication			Grade Level(s): 7-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Secondary Grades 7. Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes.	<u>Procedure #1</u> Ask students to identify a wildlife or other environment-related issue in the news. . . If the issue is related to wildlife, they could go directly to a range of interested organizations and groups like their state wildlife agency; federal agencies involved with wildlife; representatives of private environmental, conservation, or animal welfare organizations . . .	
	Secondary Grades 9. Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.	<u>Procedure #3</u> The letter should ask what the organizations point of view is. The reasons the organization is taking that point of view.	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Secondary Grades 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .	<u>Procedure #3</u> Assist the students in making sure the letters are clear, grammatical, neat and correctly spelled.	

Activity Title: PRO AND CON: CONSUMPTIVE AND NONCONSUMPTIVE USES OF WILDLIFE

Activity Guide Page #: 250

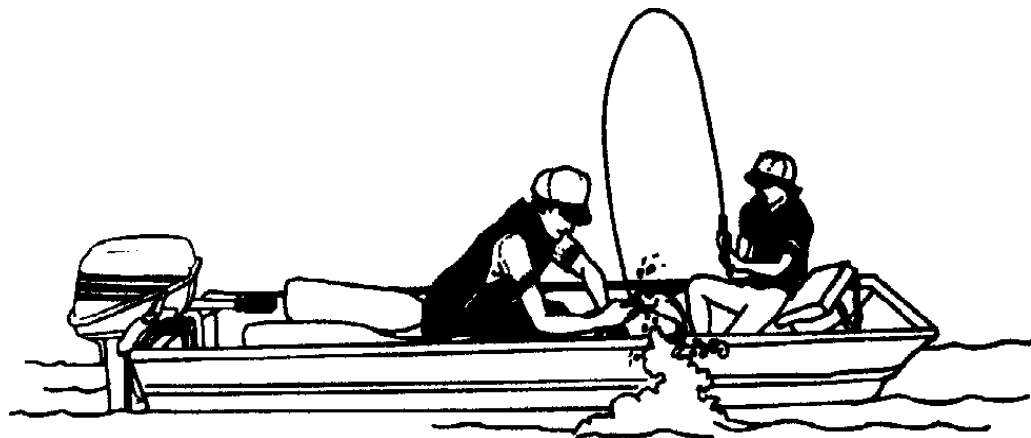
Objective(s): Students will: 1) identify examples of consumptive and nonconsumptive uses of wildlife; 2) describe reasons given for both consumptive and nonconsumptive uses of wildlife; and 3) evaluate their personal views about consumptive and nonconsumptive uses of wildlife.

Overview: Students research and debate the topic.

Subject Area(s): Language Arts, Social Studies, Science, Speech

Grade Level(s): 7-12

Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note-taking and other appropriate strategies.	<u>Procedure #2</u> Research and prepare arguments in favor of one position, and one team of students should research and prepare arguments against that position. <u>Extension</u> Interview people about their views and talk with a range or representatives of differing perspectives. . .	



Activity Title: CABIN CONFLICT			Activity Guide Page #: 260
Objective(s): Students will: 1) describe possible circumstances in which public and private interests may conflict in land-use issues; and 2) evaluate points of view which may arise under such circumstances.			
Overview: Students participate in a role-playing activity.			
Subject Area(s): Social Studies, Language Arts, Environmental Problems, Science			Grade Level(s): 7-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Secondary Grades 4. Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed.	<u>Procedure #5</u> Ask the students to discuss the results. What were the issues involved? What arguments support each side? Which arguments, if any, seem most persuasive? Which do not, and why? What additional information, if any, would have been helpful in reaching a decision in this situation? Where and how could we get that information, if we needed it?	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Secondary Grades 7. Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes.	<u>Procedure #1</u> Students, look for similar land use conflicts. Students bring in newspaper or magazine articles, etc. Discuss their findings, and encourage the students to use some of the information as a background.	

WILD Links/English Language Arts

Activity Title: TO ZONE OR NOT TO ZONE			Activity Guide Page #: 266
Objective(s): Students will: 1) identify social and ecological considerations where human uses of land conflict with each other and with wildlife habitats needs; and 2) describe the importance of land-use planning.			
Overview: Students role-play a meeting of a county commission pertaining to a land-use issue.			
Subject Area(s): Social Studies, Science, Environmental Problems, Language Arts, Speech			Grade Level(s): 6-9
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	<u>Procedure #2</u> The rest of the students will have roles as new reporters, outside experts, concerned citizens, etc. these students may ask questions of people testifying at the hearing. . .	

Activity Title: NO WATER OFF A DUCK'S BACK

Activity Guide Page #: 274

Objective(s): Students will: 1) identify ways oil spills can affect birds adversely; and 2) describe possible negative consequences to wildlife, people and the environment from human-caused pollutants.

Overview: Students conduct experiments using water, oil, hardboiled eggs, detergent, and feathers.

Subject Area(s): Science, Mathematics, Social Studies, Language Arts, Home Economics

Grade Level(s): 6-12

Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Secondary Grades 5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).	<u>Procedure #5</u> OPTIONAL: Ask each student to write a report, summarizing the findings of the experiment as well as making recommendations.	<ul style="list-style-type: none"> Each student must do the option in order to meet the standard
	Middle Grades 5-8 6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	<u>Procedure #5</u> OPTIONAL: Ask each student to write a report, summarizing the findings of the experiment as well as making recommendations.	

Activity Title: WHEN A WHALE IS A RIGHT			Activity Guide Page #: 280
Objective(s): Students will: 1) describe general characteristics and status of whales; 2) recognize that international alliances affect wildlife; and 3) evaluate the possible impact of wildlife issues on alliances and other relationships between and among nations.			
Overview: Students hold a hypothetical meeting of the International Whaling Commission.			
Subject Area(s): Social Studies, Language Arts, Environmental Problems, Science			Grade Level(s): 7-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note-taking and other appropriate strategies.	<u>Procedure #1</u> One group will research the International Whaling commission (IWC), one will research non-whaling nation members or the IWC, one will research whaling nation members of the IWC, and one will research whales.	<ul style="list-style-type: none"> to meet the standard for all students, each must do his/her own research and note taking to add to the group information
	Secondary Grades 1. Develop an appropriate strategy for finding information on a particular topic.	<u>Procedure #2</u> Ask each group to conduct library research.	

Activity Title: ETHI-THINKING

Activity Guide Page #: 290

Objective(s): Students will: 1) generate a list of activities done outside that are harmful to wildlife and the environment; 2) discuss reasons these activities are inappropriate; and 3) recommend alternative activities that are not harmful.

Overview: Students list activities that might be harmful to wild plants and animals and use photos or drawings to picture, discuss, interpret and evaluate these activities.

Subject Area(s): Social Studies, Science, Art, Language Arts

Grade Level(s): K-8

Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	<u>Procedure #4</u> Ask each student to report to everyone else about: a) their feelings concerning what is happening in the outdoor activity shown in the picture; and b) their recommendation for an alternative activity the people could do that would not be harmful.	



WILD Links/English Language Arts

<i>Activity Title:</i> RARE BIRD EGGS FOR SALE			Activity Guide Page #: 296
Objective(s): Students will: 1) identify reasons for and consequences of collecting wildlife and wildlife products; and 2) suggest and evaluate alternatives to collection to satisfy collection needs			
Overview: Students participate in a debate.			
Subject Area(s): Language Arts (Speech, Debate), Social Studies, Environmental Problems, Science			Grade Level(s): 7-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 2. Separate information collected for research topics into major components based on relevant criteria.	<u>Procedure #3</u> After dividing within each team to research aspects of the topics each team should organize its information for presentation.	

<i>Activity Title:</i> WHAT DID YOUR LUNCH COST WILDLIFE?			Activity Guide Page #: 306
Objective(s): Students will: 1) trace some foods from their source to the consumer; 2) identify the impact those foods and their processing have on wildlife and the environment in general; and 3) recommend, with explanations, some food habits that could benefit wildlife and the rest of the environment.			
Overview: Students trace food sources, diagram environmental impacts, and apply the knowledge they gain by making changes in some of their consumer choices.			
Subject Area(s): Social Studies, Language Arts, Science, Home Economics, Vocational Agriculture			Grade Level(s): 4-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	<u>Procedure #3</u> Ask each student to pick one food to trace all the way back to its origins, including where and how it grew, was harvested, was processed (if it was!), was transported, was packaged and was made available to the consumer – the student. Ask the students to make simple flow diagrams of the path the food takes.	

Activity Title: FLIP THE SWITCH FOR WILDLIFE

Activity Guide Page #: 308

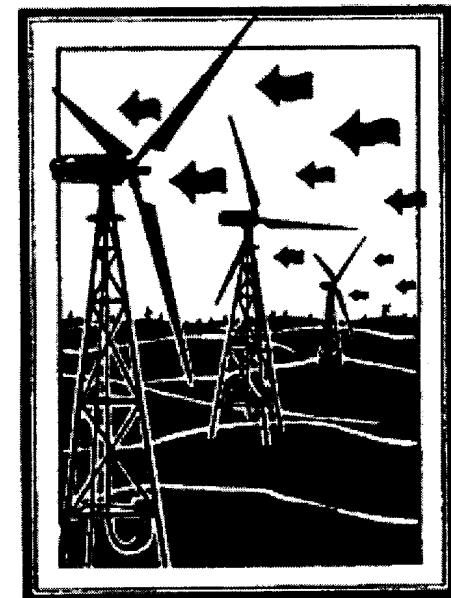
Objective(s): Students will: 1) trace the route of electrical energy from source to use; 2) describe impacts on wildlife and the environment derived from various kinds of energy development and uses; and 3) evaluate the impact on wildlife and the environment as a result of their own energy-use practices.

Overview: Students illustrate the route of energy from its sources to human use, including environmental impacts along its path, and then invent and try ways to make beneficial impacts on wildlife through their personal energy-use practices.

Subject Area(s): Science, Social Studies, Language Arts

Grade Level(s): 5-12

Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 4. Use available catalogs to locate materials for research reports.	<u>Procedure #1</u> Research where their own electricity comes from, and research alternative technologies.	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Middle Grades 5-8 6. Describe new knowledge presented in informational texts and how it can be used.	<u>Procedure #3</u> Discuss the following questions with them: Can any of them be reasonably changed? How could we minimize negative impacts? Are there any reasonable solutions? How can each of us help wildlife and the environment through our energy habits.	<ul style="list-style-type: none"> for all students to meet standards, students should record their own responses as well as participate in class discussions



Activity Title: WILD BILL'S FATE

Activity Guide Page #: 316

Objective(s): Students will: 1) identify sources of information concerning legislation affecting wildlife; and 2) compare differing social and political viewpoints concerning legislation.

Overview: Students investigate pending legislation affecting wildlife.

Subject Area(s): Social Studies (Government), English, Environmental Problems

Grade Level(s): 7-12

Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Secondary Grades 1. Develop an appropriate strategy for finding information on a particular topic.	<u>Procedure #1</u> Contact the state agency responsible for management of wildlife. Another one or two students should contact representatives of a diverse and representative range of organizations interested in wildlife which might have information about any pending legislation. . .	<ul style="list-style-type: none"> All students should contact their legislators
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Secondary Grades 5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).	<u>Procedure #2</u> Prepare a list of bills under consideration, with a short paragraph of information about each, including the issues behind each bill.	<ul style="list-style-type: none"> To meet the standard these should be done individually rather than as a group

Activity Title: KNOW YOUR LEGISLATION: WHAT'S IN IT FOR WILDLIFE?

Activity Guide Page #: 318

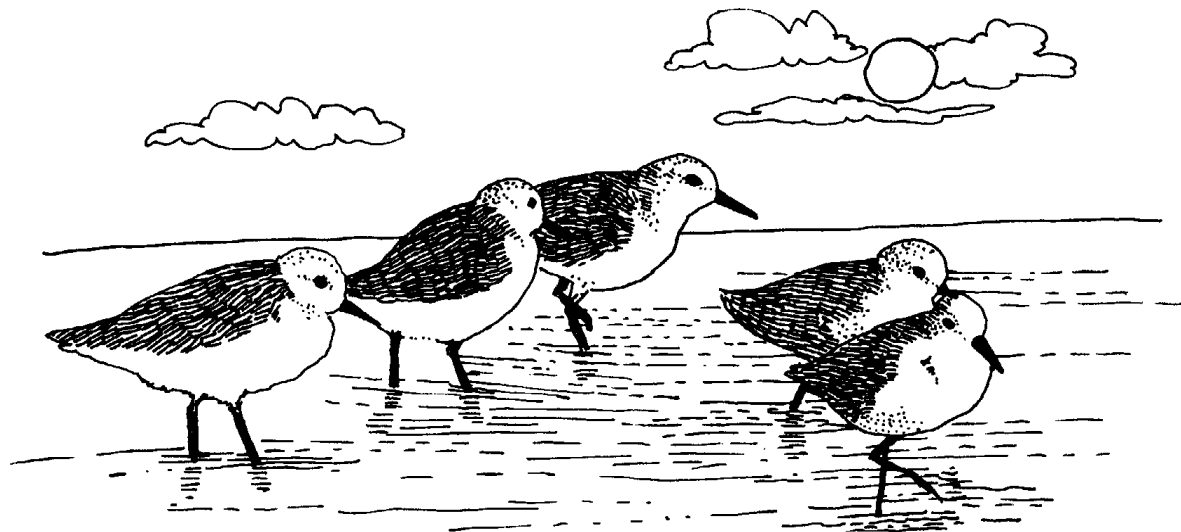
Objective(s): Students will: 1) describe the legislative process in which a bill becomes law; 2) identify points at which private citizens can have an impact on the legislative process; and 3) evaluate the effectiveness of the legislative process from the perspective of their personal experience

Overview: Students actively participate in the legislative process.

Subject Area(s): Social Studies (Government, Civics), Science, Environmental Problems, Language Arts

Grade Level(s): 7-12

Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note-taking and other appropriate strategies.	<u>Procedure #4-B</u> Writing the Position Paper. Ask the students to decide which areas of the legislation they wish to support with specific positions. Again, ask the students to work in committees to do research, bringing back information and expert opinions to substantiate their positions. . .	



Activity Title: IMPROVING WILDLIFE HABITAT IN THE COMMUNITY

Activity Guide Page #: 324

Objective(s): Students will: 1) apply their knowledge of wildlife by describing essential components of habitat in an arrangement appropriate for the wildlife they identify; and 2) evaluate compatible and incompatible uses of an area by people and specified kinds of wildlife.

Overview: Students design and accomplish a project to improve wildlife habitat in their community.

Subject Area(s): Science, Social Studies, Art, Mathematics, Language Arts

Grade Level(s): 4-12

Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Secondary Grades 11. Make effective use of a variety of techniques for introducing and representing ideas and insights in written work and oral presentations.	<u>Procedure #3</u> Ask each of the groups to prepare the following: a) a written description of their habitat improvement project including its locations, characteristics, inhabitants and purposes; and b) a map or model to scale of the area. <u>Procedure #4</u> Ask each group to display their plans. After all the students have had an opportunity to read the background information and see the map or model of each habitat improvement project, ask the students to talk about what they learned in the process of creating these designs.	

Improving Wildlife Habitat In The Community

By Rex Turner

Students at Nokomis High School have been monitoring one of the only reported breeding grounds of Black Terns in Maine since the 1980s. The data collected by students on the birds' population levels was used to justify the placement of this species on Maine's endangered species list during the last list revision. The ongoing habitat improvement program originated when Biology teacher Don McDougal approached wildlife biologist Mark McCullough, with the Maine Fish And Wildlife Department, to organize a project for an honors science class. Besides becoming intimately familiar with black tern habitat, natural history, and threats and impacts to populations, students also learn about topics ranging from the importance of wetlands to the effects of predation. As a bonus, students realize there are some very exciting career possibilities in wildlife and conservation. Most importantly, students actively learn while providing stewardship for local community resources.

(Hint: If you and your students want to become involved with a program like this, you must determine the following BEFORE your first telephone call to a wildlife or fisheries biologist, game warden, forest ranger, state park employee, or other natural resource professional):

- 1. How much consistent time do you and your students have to give to a project, example: 1 hour, once a week, for x number of weeks?*
- 2. How many students will actively and consistently be involved?*
- 3. What are their skill levels pertaining to the proposed project, i.e. can they identify a black tern in the field?*
- 4. How much supervision/training/expertise can you and/or other involved teachers commit?*
- 5. What will be your transportation requirements to and from a study site?*
- 6. How does your proposed project fit into your curriculum?*
- 7. What equipment is required and does school insurance cover the use of that equipment, i.e. canoes from which to census birds?*